

DOCUMENT RESUME

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ABSTRACT

By providing access to samples of forms and other evaluation/management documentation, this compendium provides a working tool so that state projects can share methodologies for gathering data and applying it for both summative and formative evaluation purposes. This compendium may also serve to indicate procedural gaps in some projects, or to assist in starting new projects. It is arranged in five sections, as follows: (1) request forms (inquiry records, negotiation forms, and information requests); (2) feedback (satisfaction) forms; (3) linker (field agent) documentation forms; (4) impact or utilization forms; and (5) miscellaneous other documentation forms. Each section begins with a brief analytic overview of the class of materials which is followed by the actual forms and questionnaires which are arranged alphabetically by state. (Author/CTM)

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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ED163045

A COMPENDIUM OF EVALUATION

AND DOCUMENTATION FORMS

CURRENTLY IN USE

BY

STATE CAPACITY BUILDING PROJECTS

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

N.T.S. Research
Corp. Durham, N.C.

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

JULY 1977

IM008 065

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Project Directors of the 23 State Capacity Building Projects submitted the forms and other materials included in this document in response to a request by National Testing Service. Their cooperation is thankfully acknowledged. This document was compiled and edited by Charles Mojkowski, Deputy for Technical Assistance and Doren Madey, Co-Project Director at NTS, with the assistance of Richard R. Brickley, Director, Research and Information Services for Education.

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July 1977

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GENERAL INTRODUCTION

Purpose

The purpose of this Compendium is to provide a working tool for State Capacity Building Projects to meet the evaluation and documentation requirements of their grants. By providing access to samples of forms and other evaluation/management documentation, projects can share methodologies for gathering data and applying it for both summative and formative evaluation purposes. The compilation also serves to identify gaps in the evaluation/management tactics of the several projects, leading to possible collaboration among projects in filling those gaps. Furthermore, the present document may provide a useful starting point for any new State Capacity Building Projects funded by NIE. In addition, it served as a primary resource in designing the Client Assessment Package NTS prepared for use in Phase II of the Evaluation.

The most recent Dissemination Grants Program Description (4/77) states that each project, as a part of a management plan developed in terms of information resources, linkage and leadership must

... identify the kinds of data to be collected and maintained and discuss the criteria and procedures to be used to evaluate the results and successes of the project.

This Compendium is intended to help State Capacity Building Project Directors respond to that mandate as well.

Scope

The scope of the current document is defined by the resources, linkage, and leadership/management concepts explicit in the State Capacity Building Grants Program. The diversity among the 23 current projects is anchored in these common operational concepts but a tally of forms by category reveals that probably the resources related forms are the most

numerous and are more highly developed than the other two.

The process used to obtain the materials included in this first Compendium were as follows: forms and other evaluation materials were solicited from each State Capacity Building Project Director by NTS personnel during site visits, evaluation workshops, and by mail. Over 400 pages of materials were received; nearly every state was represented. Some materials were omitted from the publication because of poor reproducibility, lack of explanation of what a form was for or how it is used, or duplication of content in slightly different format (i.e. printed on standard paper and NCR stock).

The three-ring binder format for the Compendium itself is deliberately open-ended so as to permit continual addition and/or deletion of materials. A final note on omissions and additions: some items submitted by Project Directors were omitted simply on the basis of extended length or because they exceeded the 8½ x 11 page size. Some of these are annotated in Section E; all were retained by NTS who can make available single copies on request.

Classification and Format

A simple classification scheme was used to arrange materials in the Compendium. It is non-exclusive in nature so that a given form or item may appear in more than one section. Many of the forms reflect the sharing of methodologies that is already occurring among the State Capacity Building Projects; many of the forms show duplication of items or questions from another state and some are hybrids of a number of other forms.

The classification of materials included in this Compendium is based on five categories as follows:

Section A - Request Forms; (Inquiry Records, Negotiation Forms, Information Requests, etc.); generally limited to

Information Resources/Services.

Section B - Feedback (Satisfaction) Forms; again, generally limited to Information Resources/Services.

Section C - Linker Documentation Forms; case logs, contact reports, etc.

Section D - Impact/Utilization Forms; Attempts to collect data on the effect of State Capacity Building efforts, especially on schools, educator-clients, and students

Section E - Other Documentation Forms/Samples; Miscellaneous forms and materials not otherwise classifiable.

Each section consists of a brief analytic overview of the class of materials followed by the actual forms, questionnaires, etc. These are arranged alphabetically by state.

SECTION A: REQUEST FORMS

Request Forms are those forms which document the nature and specific details of a client's information need. They are important to evaluation efforts because they provide a record of

- . who asks the question
- . what do they ask for
- . how do they prefer the question to be answered

Request Forms are usually completed on behalf of a client by a staff member of the information resources unit, a field linker, or at least a minimally trained intermediary who translates client's needs onto the Request Form itself. Only in one case were sufficient instructions integrated into the form so as to make it possible for an individual client to complete the form independently. The quality of the interaction between the client and question receiver is frequently not captured by the form. This factor needs careful scrutiny if evaluation efforts are based on the fit between what the client asked for and what was ultimately received.

Common elements on nearly all the forms included

- . title/position of the client
- . date received, date required, date fulfilled
- . narrative description of the topic/problem on which information is requested
- . intent or purpose of the request
- . standard qualifications or restrictions on the request
(such as age/grade, subject area, student population or content areas to be excluded, etc.)

With the exception of the topic/problem description, the sample forms are about equally divided on whether they record these data elements in open-ended or forced choice formats. For evaluation purposes, the

latter strategy facilitates aggregation, especially by computer, but may mask certain important distinctions. For example, a close-ended response to the Title/Position element may force a client to indicate "secondary principal" when the user's role may really be "chairperson of state-wide Governor's Commission on Discipline in the Schools". Some states have overcome this concern by the simple addition of an open-ended category designated "Other (specify)".

A less common set of data elements found in the sample forms are those which define how the request will be processed by the information resources unit

- . which (ERIC) descriptors should be used
- . what kind of output (microfiche, hardcopy, etc.)
- . what resources, authorities, were previously explored by
the client
- . what specific data banks should be searched

The forms do not make it clear as to whether the client or the intermediary makes these judgments; there may be an evaluation issue buried in the mechanism of asking a new client to pick the data base to be used and then judging the quality of the service on whether the output from that data base met the client's needs.

Data elements unique to only one or two of the forms included new or repeat user status; how user became aware of service (value of different awareness tactics); method of request intake (phone, walk-in, mail, field-based consultation, etc.); user access to microfiche reader/printer. These elements are useful especially as client context keys when sorting other evaluation data.

Some projects have taken advantage of the one to one relationship of a client request and a Request Form and have included on the Request Form a

"for resource center use only" section which documents sources searched, computer and staff time, materials included or sent, and costs. This format greatly facilitates cost/effect analysis at quarterly report or year-end aggregation levels. It becomes even more valuable if each request is given its own unique serial number which is also used on the client feedback form (see Section B). In those cases where a sanction/approval is required before a request is processed, the Request Form serves as a convenient vehicle for sign-off by the fee-paying agency or endorsing superior.

In summary, the Request Form provides the anchor point for initiating, processing, counting and evaluating one of the most common services of State Capacity Building Projects: the provision of information resources. The most critical elements of the Request Form are the statement of purpose (what was the objective of the request) and the description of the topic/problem (keys to the client's intended course of action). If these elements are consistently and accurately documented, evaluation of the service rendered by the State Capacity Building Project in response is greatly facilitated.

AIDS-F. 2

AIDS USER REQUEST

NEGOTIATION FORM

Negotiator _____

Search # _____

A. User Name _____

B. Position _____

C. Institution _____

D. Phone Number _____

E. Mailing Address _____

F. First-time User () OR

Repeat User ()

G. How did the user learn (become aware) of the services offered by AIDS? (e.g., presentation by AIDS staff, word-of-mouth, newsletter or journal of State Department of Education or a professional association, etc.)

H. Date Request Received _____

I. Date Information Needed _____

J. Type of Search Needed/Requested: Citations Only ()
Complete Search ()
Citations for User Review;
Additional Information Later ()

K. How does the user intend to use the information; that is, for what purpose is he or she seeking same?

L. Give a complete description of the topic or subject of the proposed search.

M. Tentative Listing of Key Variables

Variable _____

Variable _____

Variable _____

Variable _____

EDUCATIONAL INFORMATION SEARCH REQUEST

Name _____ Date _____

Position _____ Phone _____ Letter _____ Visit _____

School _____ Request taken by _____

District _____ Date required _____

Address _____ Searcher _____

Telephone _____ Date completed _____

Search Title _____ Delivery Method _____

_____ Totals: EMF _____ EHC _____ XC _____

_____ Charges _____

Statement of Interest _____ Payment _____

_____ Resources Used

_____ Data Bases:

_____ Books/Reports:

Purpose of Search _____

Qualifiers: Institutions/Agencies:

1) Age/Grade

2) Subject

3) Audience

4) Publication Dates

5) Manual Search _____

6) Computer Search _____ Human Resources:

a. Full Abstracts _____ Limit _____

b. Citations only _____ Limit _____

7) Available Documents Only _____

8) Journals Also _____ Only _____

SEARCH REQUEST FORM

FLORIDA

Search Initiated _____

Date in: _____

Additional Info Needed _____

Date out: _____

Search Completed _____

Person Initiating Request:Address: _____Phone Number: _____Affiliation: _____Area of Request: _____Grade Level: _____Descriptors: _____Request: _____Purpose of Request: _____Additional Information: _____

Sources Referred to and/or Searched:

	YES	NO
FEIS		
NIE CATALOG		
EPTW		
FCBM CATALOG		
RISE CATALOG		
CSRPA		
FCTTM		
MOTIVATION FOR INNOVATION		
OTHER:		

R E S P O N S E P A C K A G E :

Researcher _____

USER REQUEST FORM
EDUCATION INFORMATION CENTER
GEORGIA DEPARTMENT OF EDUCATION

212 State Office Bldg.
Atlanta, Ga. 30334
(404)656-2402

USER'S NAME _____

POSITION _____

ADDRESS _____

PHONE (Area) _____ (No.) _____

☐ annotated Bibliography only

Date Information Needed _____

QUESTION (state real-world problem concretely and completely): _____

HOW IS INFORMATION TO BE USED? (e.g., planning an inservice program for): _____

RESTRICTIONS:

Time Span: From 19 _____

Age: _____ or Grade: _____

Subject Area: _____

Other Instructions: _____

USER DESCRIPTION

Ga. Dept. of Ed.

☐ Office _____

☐ Local _____

☐ System _____

☐ CESA _____

☐ GLRS _____

☐ Other _____

Do you have access to
microfiche reader?

☐ yes ☐ no

OFFICE USE ONLY

Search No. _____

Date Rec'd _____

Date Run _____

Date Sent _____

Bibliography

☐ manual _____

☐ computer on-line _____

☐ computer off-line _____

☐ library _____ cits.

☐ Other _____

☐ EIC paper _____

☐ fiche _____ docs _____ fiche

ED _____

☐ doc. reprints _____ items

☐ doc. loan _____ items

☐ consultant/site ref. _____

☐ other _____

Total xerox copies _____

☐ User evaluation rec'd

*see attached bibliography/
letter

Topic _____ Approx. time in minutes

Negotiation _____

Staffing _____

Strategy _____

Bibliography _____

Manual _____

online E DA AA EC PA O _____

offline E DA AA EC PA O _____

P.L.S.: Books Journals Indexes _____

Ga. State: Books Journals Indexes _____

Reference tools _____

Vertical file _____

Document file _____

Review printout/abstracts/fiche/documents _____

Consultants _____

Other _____

Prepare cover letter/notes/bibliography _____

Document loan _____

Microfiche duplication _____

Xeroxing _____

Review _____

Type cover letter/bibliography _____

Log _____

Mail _____

Total time _____

A-9



IDAHO ERIC

REQUEST FORM

NAME: _____ SCH. DIST. # _____
 SCHOOL _____ PHONE # _____
 BLDG. ADDRESS _____ street _____ city _____ ZIP _____
 DATE OF REQUEST _____ INFORMATION NEEDED IN 1 2 3 4 Weeks (circle one)

Mo. Yr. Dist. No.

SEARCH TOPIC _____

STATE YOUR QUESTION: Describe your question in detail and indicate a grade level if pertinent. Describe what type of materials you want, e.g. curriculum guides, research reports, teacher guides, program evaluations, etc. Underline key words and define any terms that have special meaning to you.

DATA BASE TO BE SEARCHED	DATE RESTRICTION	SPECIFY GRADE LEVEL
1() ERIC (1966-date)	1() None	() K () 3 () 6 () 9 () 12
2() Other(s) _____	2() 19__ to Present	() 1 () 4 () 7 () 10 () Other
	3() ____ thru ____	() 2 () 5 () 8 () 11

CHECK ITEM(S) APPLICABLE

1() Teacher	5() Board Member	8() Patron	B() BSU Staff	1() Elementary
2() Administrator	6() Para Professional	9() Non-Certified	C() ISU Staff	2() Secondary
3() Counselor	7() Student	A() SDE Staff	D() U/I Staff	3() Higher Educ.
4() Other (describe) _____				

HOW WILL THIS INFORMATION BE UTILIZED:

1() Classroom units	4() Administrative Decision Making
2() Curricular Revision	5() Other (describe) _____
3() Professional Growth	

OFFICE USE ONLY

DATE	SEARCH REQUESTED BY	CT
Requested _____	1() Form	TS _____
Received _____	2() Phone	Print _____
Filled _____	3() In Person	
MF Requested _____	4() Letter	TOTAL Time _____
MF Filled _____		TOTAL COST \$ _____

NOTE: Unless an IN DEPTH search is requested, abstracts will be limited to 50 or less. Microfiche will be reproduced at a cost of 10¢ per fiche. Request forms must be completed in their entirety. Incomplete requests will be returned to the Contact.

CONTACT PERSON _____ Request form sent to: BSU U/I ISU SDE (circle one)

WANT:

ED _____ EJ _____ Both _____

Return White & Yellow Copies
 Retain Pink For Your Files

COMMENTS:

ILLINOIS RESOURCE AND DISSEMINATION NETWORK
ILLINOIS OFFICE OF EDUCATION
100 North First Street
Springfield, Illinois 62777

ILLINOIS

SEARCH/NEGOTIATION FORM

CLIENT _____

PST CONTACT _____

POSITION _____

CHI URB SPFLD MTV DEK

SCHOOL/INSTITUTION _____

DATE REQUESTED _____

ADDRESS _____

DATE NEEDED _____

IRDN STAFF _____

PHONE () _____ HOURS TO CALL _____

State briefly the problem for which you are seeking information: _____

List single words or phrases which describe your topic: _____

Provide, if applicable, specific grade levels (preschool, elementary, secondary, post-secondary) and time span (last two years, current year only, 1970-current, historical): _____

Cite a person (author), institution or specific work relating to this subject area, if known: _____

Explain the intended use for this research: _____

IRDN use:

Search # _____ Date searched _____ Date prints received _____

Date search sent out _____

Search time (on line) _____ (off line) _____ (Manual) _____ Total _____

Search Strategy (descriptors):

Concept 1

Concept 2

Concept 3

files searched/citations

(CIJE) (RIE) (ExCh) (PsyA) (AIM/ARM) ILL.RES.FILE HU.RES.FIL

CONTRACT FOR COMPUTERIZED LITERATURE SEARCH

Kansas Information Diffusion System

Name _____ Date _____

Organization _____

Address _____

Street

City

Zip

Phone

Describe the topic about which you are seeking information:

FILES TO BE SEARCHED

☐ RIE \$5.00
110,000 documents of
Resources in Education
1966 to present

☐ CIJE \$5.00
115,000 Abstracts of current
journal articles in education
1969 to present

☐ AIM/ARM \$5.00
7,000 documents of
Vocational and Technical
Education
1966 to present

Reason for request:

OTHER DATA BASES
are available — — —
contact computer
center for costs

Educational Level of Topic ☐ elementary ☐ secondary
☐ _____

Sources investigated previous to this search:

Search provides accession
numbers only. Printed
abstracts are additional
10¢ each.

Authorities in field (if known):

☐ Accession Numbers
only
☐ Abstracts
(maximum number
_____)

This literature search is authorized thru the Kansas State Department of Education under K.S.A. 1974 Supp. 72-7527 and 72-7528, and the Kansas State Board of Education. I hereby authorize a literature search on the files checked above and realize that the Kansas State Department of Education must be reimbursed for the computer charges according to the price schedule for each file searched plus citations and/or abstracts printed.

☐ Pre-paid Contract # _____ authorized by _____

☐ Regional Center Budget _____ authorized by _____

☐ Purchase Order # _____ authorized by _____

☐ Individual _____ signature _____

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Keep PINK copy. Send WHITE and YELLOW copies to computer center.

KENTUCKY DEPARTMENT OF EDUCATION
INFORMATION SERVICE
REQUEST FORM

Return To: Office of Special Programs & Services
Unit for Information Retrieval
1936 Capital Plaza Tower
Frankfort, Kentucky 40601
Phone: (502) 564-5514 or
(502) 564-5565

A. Information requested by:

Client Name: _____

School/System: _____

Address: _____

Street

City

Zip Code

Telephone: [] [] [] - [] [] [] - [] [] [] []

I. Search Number:

[] [] [] [] [] []

J. Date Requested:

MO. DA. YR.

[] [] - [] [] - [] []

K. Date Filled:

MO. DA. YR.

[] [] - [] [] - [] []

B. Circle number(s) of all terms that apply to client:

1. Teacher
2. Counselor
3. Board Member
4. KDE Staff
5. Administrator
6. Other _____

C. Education level for which materials are requested:
Circle number(s)

1. Elementary (K-6)
2. Middle/Jr. High (7-9)
3. Secondary (10-12)
4. Post-Secondary
5. College
6. Adult

L. Descriptors

D. Statement of problem prompting request:

E. Types of Material Requested:
Circle number(s)

1. Periodical Citations
2. Model Program Summaries
3. Research Reports
4. Curriculum Materials
5. Other _____

F. Dates of Publications
Desired: Circle number(s)

1. Current Year
2. Current 3 Years
3. Current 5 Years
4. All in System
5. Other _____

G. Purpose for which materials will be used:

MINNESOTA INFORMATION NETWORK FOR EDUCATORS
MINNESOTA DEPARTMENT OF EDUCATION
ROOM 401 CAPITAL SQUARE BUILDING
280 CEDAR STREET
ST. PAUL, MINNESOTA 55101

MINNESOTA

Name _____

Date Requested _____

Affiliation _____

Date Needed _____

Address _____

Date Completed _____

City _____ State _____ Zip Code _____

Micro fiche _____

Phone _____

Hard Copy _____

Phone _____

Type of Search Requested: _____ In-house Search _____ Quick Identification (Document Reproduction Only)
_____ Computer Print Out Only _____ Complete Package Search

Concise statement of problem _____

Interest level

General

_____ General _____ Pre School

_____ Elementary _____ Junior High

_____ Secondary

_____ Concepts

- (Theories, Trends, Ideas, Conference Papers)

_____ Methods

- (Models, Plans, Criteria, Formats, Program Guides, Guidelines)

_____ Literature Review

-

_____ Projects

- (Programs, Grants, Program Descriptions)

Data Base: _____ ERIC
_____ PSYCH AB
_____ AIM/ARM
_____ CEC

_____ Statistical Survey Information

_____ General Information/Reference

Descriptors Optional

Comments Optional

FINNESUTAS

A-15 22

RESOURCE REQUEST FORM

Project Exchange
Office of Public Instruction
State Capitol
Helena, Montana 59601



PE Request Number _____
Agent's Name _____
Date Requested _____
Date Needed _____

Requestor's Name: _____ Position/Title: _____

Organization (School/District): _____

Requestor's Mailing Address _____ home ☐
school ☐

City _____ State _____ Zip _____ Phone _____

DO NOT WRITE HERE

Describe the problem or situation that prompts this request.

How does the requestor plan to utilize the resources provided?

What local resources have you already explored, or will you be exploring?

Which of the following levels apply to your topic?

- | | | |
|---------------------------------------|---|---|
| ☐ Preschool | ☐ Middle School | ☐ Adult Ed. |
| ☐ Elementary | ☐ Junior High | ☐ Continuing Ed. |
| ☐ Kindergarten | ☐ Senior High | ☐ Professional |
| ☐ Primary | ☐ Vo-Tech Center | ☐ No Level |
| ☐ Intermediate | ☐ Higher Ed. | ☐ Other _____ |

If possible, list authors' names, project/program titles, ED numbers, descriptive terms and any other pertinent information which may be helpful search keys to the retrieval staff.



Rhode Island Department of Education

Division of Development and Operations

EDUCATION INFORMATION CENTER

144 Mann Building
600 Mt. Pleasant Avenue
Providence, R.I., 02908

NAME _____ POSITION/TITLE _____

SCHOOL/ORGANIZATION _____ TEL _____

ADDRESS _____ ZIP _____

GENERAL AREA OF REQUEST _____

DETAILED STATEMENT OF PROBLEM _____

PURPOSE (Check the one that most applies.)

☐ Awareness☐ Program/Project Planning☐ Classroom Planning/Instruction☐ Curriculum Development/Revision☐ Evaluation☐ Other

(Specify) _____

TYPE OF SEARCH

☐ Pertinent Journal

Articles or Documents

☐ Bibliography☐ Literature Survey☐ Human Resources☐ In-depth Search☐ Other

(Specify) _____

DESCRIPTOR SET

DESCRIPTOR SET

DESCRIPTOR SET

_____ and _____ and/not _____

or _____

or _____

or _____

AGENT USE ONLY

EIC USE ONLY

NOTES

AGENT _____

REQUEST TAKEN _____

V _____ P _____ M _____

REQUEST DELIVERED _____

V _____ P _____ M _____

REQUEST RECEIVED _____

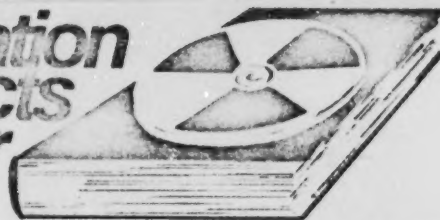
SEARCH COMPLETED _____

A-17

24

SEARCH EVALUATION & G.F.P.

ORIGINAL



State Department of Education
1206 Rutledge Building
Columbia, South Carolina 29201
758-5733

EPC USE ONLY	
Package #	_____
Search I.D. #	_____
Information provided by	_____
Date Completed	_____

Request for resources package

Name of Requester _____ Date _____
 Position _____ Date Needed _____
 School _____ District _____
 Address _____
 _____ Zip Code _____
 Phone _____
 Approval _____ EPC Representative _____

PURPOSE OF REQUEST	EDUCATIONAL LEVEL	TYPE OF STUDENTS
_____ 1. Policy Development	_____ 1. Preschool-Kindergarten	_____ 1. General
_____ 2. Management Planning	_____ 2. Elementary	_____ 2. Disadvantaged
_____ 3. Project Development	_____ 3. Middle	_____ 3. Handicapped
_____ 4. Program Planning	_____ 4. Junior High	_____ 4. Gifted
_____ 5. Curriculum Development	_____ 5. Secondary	_____ 5. Slow Learner
_____ 6. New Classroom Approaches	_____ 6. Special Education	_____ 6. Ethnic Group
_____ 7. Other: _____	_____ 7. Adult Education	_____ 7. Learning Disability
_____	_____ 8. K-12	_____ 8. Other _____
_____	_____ 9. Post Secondary	_____

Descriptive statement of information needed (be specific): _____

Considering the information checked above, please write the purpose of your request in concise terms being as specific as possible. _____

TEXAS
FOR CITE USE ONLY

Search No.

Date Rec'd.

Date Run

Completed

Completed

Level: Primary Use for Requested Information:

PLEASE GIVE IN YOUR OWN WORDS A NARRATIVE DESCRIPTION OF THE PROBLEM TO BE SEARCHED. BE SPECIFIC. DEFINE PHRASES WITH SPECIAL MEANINGS. COVER ALL ASPECTS. UNDERLINE IMPORTANT PHRASES. INDICATE ANY ASPECTS YOU WISH TO EXCLUDE.

Service Center Person Requesting Information

Region	Date Requested	Date Information Needed
--------	----------------	-------------------------

Full CITE Search, Including Computer, Authorized: Yes No

Get Further Instructions Before Using Computer: Yes No

If Yes, Call _____ Phone _____

Computer Only Search: Yes No Non-computer Search Only: Yes No

CENTER AUTHORIZATION

Signature _____

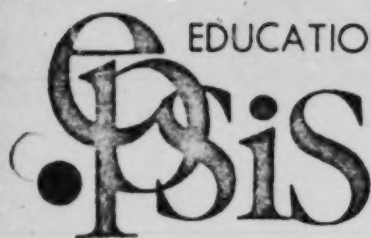
Date _____

Mail to: Project CITE
Southwest Tower
211 East Seventh Street or call
Austin, TX 78701 (512) 476-6861

See the back side of this form
for instructions for completing
it.

INSTRUCTIONS FOR COMPLETING CITE REQUEST FORM

1. Complete the top section of the form, filling in all blanks. Be sure to include the requestor's title.
2. FIRST, check the level (example: if you want information on science for eighth graders, you would put a checkmark in the blank opposite "secondary"); SECOND, check the primary use for requested information (example: if you are going to use the material to assist you in setting up a new environmental education class, you would put a checkmark in the blank opposite "program planning"); THIRD, describe the information that you want in narrative form (example: "I need information that will assist me in planning a new program in environmental education for eighth graders. I want descriptions of materials; sources of assistance; and information about procedures to follow in writing a curriculum guide, setting up an instructional area, and purchasing necessary equipment and supplies. Since I teach in a small, rural school district and work on a limited budget, please exclude information about programs in large urban districts or programs that are expensive to set up and run").
3. Give this form to a representative of your education service center, who will fill out the bottom section and forward it to Project CITE. If the information you are requesting is needed immediately, ask your education service center CITE contact person to call the request in.



EDUCATIONAL PROGRAMS AND STUDIES INFORMATION SERVICE

ROOM 330
NEW YORK STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

User's Name _____ Date _____

School/Organization _____

Address _____ Phone _____

City _____ State _____ Zip _____

Concise Statement of Problem _____

CODE (Use one code only for each category. See code lists on back of form)

REGION _____ SEARCH # _____ USER _____ PURPOSE _____ GRADE LEVEL _____
(1-2) (3-5) (6-7) (8-9) (10-11)

Search Terms/Logic: indicate if other than descriptor, such as: identifier (ID),
free text term (FT), author (AU), institution (IN)

and

and/not

EPSIS USE ONLY

Date Received _____	PUB. TYPE _____ (12-13)	Online _____
Date Processed _____	CONTENT _____ (14-16)	Offline _____
Date Results Sent _____	CONTENT _____ (17-19)	Total _____

NOTE: EPSIS Liaison - Forward white and yellow copies when initiating request.

White Copy - EPSIS

Yellow Copy - Client

Pink Copy - EPSIS Liaison

Search Request Codes

User - The individual who originally placed the request and who will ultimately make use of the information.

- 01 Administrator (k-12)
- 02 Ancillary Service Staff
- 03 BOCES Staff
- 04 Classroom Teacher
- 05 College Administrator
- 06 College Faculty
- 07 College Student
- 08 Community Group
- 09 Community Individual
- 10 Elem/Sec. School Student
- 11 School Board Member
- 12 School Librarian
- 13 State Agency Staff
- 14 Other

Purpose - The primary purpose for which the information will be used.

- 01 Administrative Planning
- 02 Classroom Instruction
- 03 College Course Work
- 04 Curriculum Development
- 05 Evaluation
- 06 Personal/Professional
Development (non-college
work)
- 07 Program Development
- 08 Proposal Development

Grade Level - The level of the information requested, not the level of the user.

- 01 Pre-School
- 02 Elementary School (k-6)
- 03 Junior High/Middle/
Intermediate School
- 04 Secondary School
- 05 Continuing Education (Age 16+;
with or without high school
diploma; non-credit)
- 06 Higher Education (credit)
- 07 Multi Level

SECTION B: FEEDBACK (SATISFACTION) FORMS

Feedback (Satisfaction) Forms are limited to the client's reactions to the information service (search, resource package, etc.). In virtually all cases the emphasis is on a reaction to the utility of the tangible product received, not to processes of implementation. That 35 or more discrete data elements can be identified within the dozen or so sample forms included in this section attests to both the variety of information product formats and the characteristics considered important by their producers.

Most of the Feedback Forms are mailed to the client and returned by mail to the information resource unit of the State Capacity Building Project. Some are designed as prepaid, postcard returns. Only a few are used as interview guides with which a field linker or other person gathers phone or face to face information. Two procedural characteristics which are not explicit in the forms themselves but which clearly affect the evaluative utility of these forms relate to

- . who gets the forms
- . when do they get them

Unless the Project sends Feedback Forms to all users, a practice which gradually becomes more costly as postage rates and usage increase, it must deal with the typical problems of sampling. These are complicated further by the many choices one has in segmenting the target audience (see section A, especially in relationship to client role, purpose, and topic/problem). To the degree the State Capacity Building Project perceives its goal as truly differentiated services responsive to individual clients and client groups, its formative evaluation efforts must reflect that differentiated service. Sampling must take this concept into consideration.

Most Feedback Forms are delivered to the user at the same time as the

information package. Advantages of immediacy and cost-effectiveness through a single mailing result. But the ability of the Feedback Forms to reflect (a) actual use of the materials by the client, (b) sharing of the package with others and (c) relevance of package to task at hand may be severely limited if an immediate return of the Form is required or encouraged. These values can be judged only after the package is used, a factor frequently not under the control of the client. Nevertheless, the utility of feedback to the information resource unit (question negotiator, searcher, acquisition personnel) is most useful when received right after the package is completed. To the degree the Feedback Form is used to measure impact (see section D), through the comparison between intended use and actual use, the timing of the Feedback (Satisfaction) data collection should be varied. Virtually all the Feedback Forms request clients' reaction regarding the relevance of the materials supplied, the adequacy of the turnaround time and the usefulness of the materials. This last characteristic is phrased in three different ways: intended use versus actual use; intended use only; and actual use only. No evidence exists that the exact phrasing reflects the timing of the feedback request.

The second most common group of reaction items include

- . which part(s) of the package did the client like best ...
- find most useful ...
- . was client a new/repeat user
- . by what mechanism did client become aware of service

The commonality of other data elements seems to be a function of hybridization. A single set of questions may be reflected in no more than three or four individual projects' Feedback Forms.

The unique, one of a kind items are too numerous to mention and are best explored by reading them in the context of the total Form. However,

a few prime examples cannot be ignored. One Form serves as a signal (to the linking agent) that the client needs help in applying the information received. Another asks the uniqueness of the response, i.e. what was in the package that was really new to the client. Yet another asks whether the client plans to use the service again.

The Feedback Forms currently in use by the State Capacity Building Projects are probably the richest source of evaluation data at present. It remains to be seen how this resource is used to strengthen the information resources component. The resolution between general impact data on State Capacity Building and that obtainable in relation to information resources only should be an important focus of program evaluation in the near future.



USER EVALUATION OF AIDS INFORMATION PACKAGE

Search No. _____

Date _____

1. To what extent were the contents pertinent and relevant to the topic or question which you submitted?

() Completely () Partially () Not at all

Comment _____

2. How completely did the contents answer the question or address the topic which you submitted?

() Completely () Partially () Not at all

Comment _____

3. For your needs, was the quantity of materials included--

() Excessive () About right () Too little

Comment _____

4. Were you able to use the materials for the purposes you had intended?

() Completely () Partially () Not at all

Comment _____

5. Did you receive the AIDS Information Package in time to use it for your intended purpose(s)?

() Yes () No Comment _____

6. Were the materials organized and assembled in a usable manner?

() Yes () No Comment _____

7. Comments and/or Suggestions:

Dear

Search Date

After you have had the chance to examine the materials sent to you in response to your search, please fill in this card and return it to us. The response to my request was:

- ☐ Satisfactory
- ☐ Unsatisfactory (if so, please respond to the following):
 - ☐ Too much was not relevant to my search question
 - ☐ It is unclear (as to) how I should use the information
 - ☐ The material arrived too late to be of use
 - ☐ The response did not cover one or more important aspects of my topic
 - ☐ Other (Please specify)

We will communicate with you concerning any problem you may have had concerning this search.

Project A TIP
Department of Education
Pouch F
Juneau, Alaska 99811

Return to:

Date _____

CALIFORNIA INFORMATION DISSEMINATION PROJECT

Office of Information/Program Dissemination
Room 532 322-6140

From:

Name _____	Topic _____
Position _____	Search No. _____
Organizational unit _____	

INFORMATION RESEARCH SERVICES EVALUATION

Please respond to the questions below when you have had time to evaluate the materials you received. Thank you for your cooperation.

1. Were you able to use the materials sent to you?

() Yes

() No

2. How did you intend to use the materials you received? How did you actually use them? (Please select the primary use)

	<u>Intended Use</u>	<u>Actual Use</u>
background reading	()	()
planning a new program	()	()
program revision	()	()
program evaluation	()	()
proposal writing	()	()
report writing	()	()
Other (please specify) _____		

3. Were the materials you received relevant to the topic as you perceived it?

_____ not at all _____ only minimally _____ generally _____ completely

INFORMATION RESEARCH SERVICES EVALUATION

4. Was the amount of material you received:

- () too much
() adequate for your purpose
() too little

5. The response arrived:

- () earlier than expected
() on time
() late, but useful
() too late

6. Which type of information did you find most and least helpful?

	<u>Most helpful</u>	<u>Least helpful</u>	(W/A)
computer-generated bibliography	()	()	
journal article copies	()	()	
microfiche copies of documents	()	()	
other resource references	()	()	

7. Is this your first use of our resources?

- () Yes () No

8. How did you find out about our project and services (new users)?

9. Please include any additional comments:

Educational Resources Center

CONNECTICUT

a division of

AREA COOPERATIVE EDUCATIONAL SERVICES
800 DIXWELL AVENUE - NEW HAVEN, CT 06511
Toll Free for Connecticut Residents - 1-800-922-1567
(203) 562-9967

EVALUATION FORM FOR YOUR RECENT LITERATURE SEARCH REQUEST

Search Title: _____

Search No. _____

Date sent: _____

Level _____

The following questions are designed to take a minimum amount of your time and yet provide the ERC with information essential to evaluate our services. Please check the appropriate alternative(s) and return the evaluation form in the enclosed postage-free self-addressed envelope at your earliest convenience.

Name _____ Position _____

School of Institution _____ Date _____

1. Have you used ERC services before? _____ Yes _____ No

2. If not, how did you find out about the services of the ERC?

_____ ERC newsletters and brochure
_____ school district in-service
_____ ERC clients
_____ ERC awareness session

_____ word-of-mouth
_____ Conn. State Dept. of Education
_____ T.V., Public Service Announcement
_____ Radio

3. The information sent to you arrived:

_____ earlier than expected

_____ late but still useful

_____ in time for your purposes

_____ too late for your purposes

4. Which among the following features, if any, have made this literature search a preferable source of information over other alternatives:

_____ refinement of request through
negotiation with ERC personnel

_____ rapidity of response

_____ a more exhaustive search of data
files made possible by computer

_____ packaged mail delivery

_____ other (please specify) _____

5. Based on your assessment of AVAILABLE MATERIAL on your information need, do you think your topic was adequately covered by the ERC search package?

_____ more than expected

_____ as expected

_____ less than expected

6. Your original intent (check most important reason) for the information package was:

- ☐ a management decision concerning an educational issue
- ☐ program innovation or modification
- ☐ curriculum planning
- ☐ additional professional background knowledge about a topic
- ☐ background for research paper
- ☐ other (please specify) _____

7. To what extent did the ERC information package fulfill your original need?

- ☐ more than expected
- ☐ as expected
- ☐ less than expected
- ☐ not at all

8. How many persons were affected by the information you obtained from ERC?

If possible we would appreciate knowing the number of persons, by role, who have been or are likely to be affected.

- ☐ just myself
- ☐ number of teachers
- ☐ number of principals
- ☐ number of students
- ☐ number of supervisors
- ☐ number of parents
- ☐ don't know
- ☐ other (specify) _____

9. What suggestions and criticisms can you offer about the services provided by the ERC

10. FOR LEVEL II -- SEARCH-IN-DEPTH INFORMATION SEARCHES ONLY

a. What part of the information package did you consider most valuable?

- ☐ abstracts
- ☐ documents
- ☐ fiche

b. Would you rate the copies of documents sent to you as:

- ☐ too technical
- ☐ technical, but useful
- ☐ well balanced between technical and non-technical
- ☐ non technical, but useful
- ☐ too non-technical

Client Name: _____ Date: _____

Title: _____

District or Institution: _____

Search Topic: _____

1. I have reviewed the material:

(check one) _____ briefly
_____ extensively

2. The quantity of material:

(check one) _____ indicated not much was available on my question
_____ was sufficient to answer my question
_____ was too extensive

3. The content of the material received was:

(check one) _____ relevant to my information request
_____ not relevant

4. The information has or will be utilized to:

(check all that
apply)_____ improve or revise curriculum
_____ update my knowledge of a field of interest
_____ improve instruction
_____ improve management
_____ improve supervision
_____ make long range plans
_____ make a decision
_____ learn about a new field
_____ help me with course or inservice I am teaching
_____ help me with course I am taking
_____ other (please specify) _____After reviewing the information provided, I find that I need the
following additional information or services:

B-1039

Researcher _____

EIC LITERATURE SEARCH EVALUATION

Name _____

Search # _____

Position _____

Topic _____

Institution _____

The Education Information Center (EIC) is making continuing efforts to improve its services. One means of doing this is through feedback from users about the information package and information services provided by the EIC. Your evaluation of our services will be appreciated.

1. To what extent did you find it easy to specify your topic with the person handling your request? (Circle the number which approximates your assessment.)

Easy Ave. Difficult
 5 3 1

2. To what extent was your topic adequately covered by the information package?

Very Good Ave. Poor
 5 3 1

3. The amount of information you received was:

Too Much About Right Too Little
 3 2 1

4. The information you received arrived:

In time for Late but Too late for
your purposes still useful your purposes
 3 2 1

5. To determine for what purpose you requested information, and also in what way you have used or will use the information received, please indicate in the first column your intended purpose and in the second your actual use.

Intended purpose Actual use

[]
[]
[]
[]
[]
[]
[]

[]
[]
[]
[]
[]
[]
[]

Making a decision on an educational issue
 planning a new program
 staff development
 evaluation of _____
 writing a proposal or report
 increasing professional knowledge
 other _____

6. Please summarize your impression of the usefulness or value of the information received. (Check as many as apply.)

- ☐ provided new ideas
- ☐ provided additional alternatives for decision making
- ☐ increased awareness of other problems to be encountered
- ☐ helped formulate new questions or identify new avenues of inquiry
- ☐ increased awareness of scope of materials available
- ☐ reinforced present thinking
- ☐ other _____
- ☐ none, was of no assistance

7. With how many people will you be sharing the information you received on this topic?

More than 10
4

6-10
3

2-5
2

Just 1
1

8. How much time do you estimate you have saved by using EIC services to research this topic? _____

9. To what extent do you consider the information searching service of EIC to be useful for your professional functioning?

Very Useful
1

2

Useful
3

2

Negligible
1

10. What do you like least about EIC services? _____

What other comments, criticisms, or suggestions can you offer about EIC services?

ILLINOIS RESOURCE AND DISSEMINATION NETWORK
ILLINOIS OFFICE OF EDUCATION
100 North First Street
Springfield, Illinois 62777

LITERATURE SEARCH EVALUATION

NAME _____

SEARCH # _____

POSITION _____

SCHOOL OR INSTITUTION _____

SEARCH TITLE _____

Directions: Check only one alternative for each question. Some of the questions allow you to check one of five alternatives from "very good" to "negligible". Please return this form at your earliest convenience.

VERY GOOD

ABOVE AVERAGE

AVERAGE

BELOW AVERAGE

NEGLIGIBLE

1. To what extent did you find it easy to specify your topic with the person handling your request?

☐☐☐☐☐

2. To what extent was your topic adequately covered by the I.R.D.N. information package?

☐☐☐☐☐

3. To what extent did the information sent by I.R.D.N. increase your understanding of the requested topic?

☐☐☐☐☐

4. To what extent do you consider the literature searching service (in general) of I.R.D.N. to be useful for your professional functioning?

☐☐☐☐☐

5. Which part of the information package do you consider most valuable?

☐

copies of documents

☐

I.R.D.N. bibliography

6. You would rate the copies of documents that were sent to you as:

☐

too technical

☐

non-technical, but useful

☐

technical, but useful

☐

too non-technical

☐

well-balanced between technical and non-technical

7. The information sent to you arrived:

- ☐ much earlier than expected
- ☐ slightly earlier than expected
- ☐ in time for your purposes
- ☐ late but still useful
- ☐ too late for your purposes

8. Your original intent (check only the single most pertinent intent) for the information package was:

- ☐ making a decision concerning an educational issue
- ☐ planning a program that currently is not available
- ☐ modifying or improving a program that currently exists
- ☐ increasing professional background knowledge about a topic
- ☐ other (please specify) _____

9. Do you think you could have done as good a literature search as the one received from I.R.D.N. if given ample time?

- ☐ yes
- ☐ no

10. Did you look up any of the citations on the bibliography for which no copies of the document were provided?

- ☐ yes
- ☐ no

11. What part of the literature search would you have done alone if the service had not been available from I.R.D.N.?

- ☐ all
- ☐ most
- ☐ some
- ☐ little
- ☐ none

12. After receiving the I.R.D.N. information package, how was it actually used?

13. What general comments, criticisms, suggestions, etc., can you offer about the literature search?

THANK YOU FOR YOUR COOPERATION. WE WILL USE YOUR FEEDBACK TO IMPROVE THE SERVICES OF I.R.D.N.

Dissemination
Follow-up Form

KENTUCKY DEPARTMENT OF EDUCATION
Office of Special Programs and Services
Dissemination Unit
Frankfort, Kentucky 40601

FOR SDE USE ONLY

Routed to: _____

by _____

Date _____

to those requesting dissemination services:

The Dissemination Unit of the Office of Special Programs and Services, a service oriented agency, is required to gather information on a continuing basis for the purposes of:

1. Determining present effectiveness
2. Soliciting suggestions for improvement of service

For these reasons we are requesting your completion of the questionnaire below and returning it per instructions in lower right hand corner.

Name of Requester: _____

School _____; School District _____

Phone _____; Search Number _____
(Area Code)

Nature of request for information and/or materials _____

1. When do you plan to use the materials requested? (check one)

_____ have already used _____; _____ will use in near future
_____ will use in next 3 months; will use in next _____ months
_____ do not plan to use

2. How well did the materials fulfill your expectations? (check one)

Materials were:

- | | |
|--------------------------------------|--------------------------------------|
| _____ 1. Much above expectations | _____ 4. Somewhat below expectations |
| _____ 2. Somewhat above expectations | _____ 5. Much below expectations |
| _____ 3. About as I expected | |

3. How were these materials utilized? (check as applicable)

_____ Classroom instruction _____ Curriculum revision and/or development
_____ Curricular supplement _____ Professional growth and development
_____ Administrative review as may relate to program decisions

4. With whom have you shared these materials?

How many? fellow teachers _____; administrators _____;
other (specify) _____

5. What problem did you encounter in this activity from the time of request to and through utilization of materials?

6. Other comments:

KDE/DCC Approved
No. 1600-002

Date questionnaire completed _____

To Return: Fold in thirds with return address (on back) visible - seal with scotch tape strips, apply stamp and mail.

MINNESOTA
Mrs. Barb Tornquist, Coordinator
SW/WC ECSU Information Network
for Educators
Southwest State University
Marshall, MN 56258
(507) 537-6234

EVALUATION FORM

To assist in evaluating this service, please answer the following questions about this search and return with the documents by Media Van.

Name _____

Address _____

Topic _____

_____ Microfiche _____ Photocopy _____ Computer Printout

Check the appropriate response.

RELEVANCE

1. The material I received was:

- _____ all relevant
_____ relevant with exception of one or two items
_____ included only one or two relevant items
_____ was not relevant

UNIQUENESS OF INFORMATION

2. The material I received was:

- _____ almost all new to me
_____ divided between new information and information
_____ I already had available
_____ not new information

USE

3. The material I requested was used by:

- _____ myself, for personal and professional growth
_____ myself, for use in planning, implementing or
_____ deciding upon some specific activity
_____ a committee or team
_____ other (please specify)

USEFULNESS

4. The material I received was:

- _____ very useful
_____ useful, except that _____
_____ not very useful because _____

TIMING

5. I received the response to my request:

- _____ about when I expected to receive it
_____ later than I expected and too late to be useful
_____ later than I expected, but in time to be useful

STATUS OF RESPONSE

MONTANA

1. ☐ Response provided locally (go to No. 3)
- ☒ Request sent to Project-Exchange on _____ date _____
2. ☐ Received from Project Exchange on _____ date _____
3. ☐ Screened/Transformed. Notes _____

4. ☐ Delivered to client. Notes (including summary of resources provided) _____

5. ☐ Initial follow up. Does the question need to be resubmitted? Yes _____ No _____
6. ☐ Reorders. Date Ordered _____ Date Received _____
7. ☐ Final Follow-Up Interview (20-30 days later)
 - a. Were the resources useful for your purposes?
 Not useful at all 1 2 3 4 5 Very useful
 - b. Has this resource been applied, or will it be applied, in your work? How? _____

 - c. What was most useful? Why? _____

 - d. What was least useful? Why? _____

 - e. Did others use the resources? _____
 - f. Do you still have resource needs on this topic that Project Exchange apparently cannot meet?
 Yes _____ No _____ If yes, what? _____
8. Further action taken _____

PROJECT EXCHANGE
Client Interview
Assessment of Resource Packet

Client _____ Position _____ Date _____

School _____ Extension Agent _____

PE No. _____ Date Received by Client _____

Contents of Packet _____

1. Have you already used the resources provided in your PE request?

_____ Yes _____ No

2. (If answer to #1 is yes) How long after receiving the packet did you begin using it?

_____ Immediately

_____ Within a week

_____ 2 - 3 weeks

_____ A month or more

3. (If answer to #1 is no) When do you plan to begin using the packet?

_____ Within a week

_____ Within 2 - 3 weeks

_____ 3 weeks to a month

_____ More than a month

_____ Don't plan to use it

4. (If answer to #1 is yes) About what part of the resources provided was appropriate to your request?

() None () 25% () Half () 75% () All

If part of the information was not useful, please explain.

3. Were additional materials necessary to supplement the package you received?

_____ Yes _____ No _____ Not yet sure

6. Did your Extension Agent provide resources to you other than those which came in the PE packet?

_____ Yes _____ No _____ Not sure

7. Did you pursue other resources?

_____ Yes _____ No _____ Not yet, but I will

8. Did you order any materials other than those in the packet?

_____ Microfiche

_____ Hard Copy

_____ Journal Articles

_____ Film

_____ Other

9. Did you contact any human resources as a result of suggestions made in your resource packet?

_____ Yes _____ No _____ Not yet, but I will

10. How would you rate the resources provided in response to your specific request?

() Very Poor () Poor () Fair () Good () Excellent

11. How would you rate the overall services provided by PE?

() Very Poor () Poor () Fair () Good () Excellent

12. How have the resources you received been used?

_____ Lesson plans

_____ Classroom units

_____ Curriculum revision

_____ Administrative decisions

_____ Other (explain) _____

What would you have done to solve your problem or meet your need if you had not had PE services?

14. Was the explanation of your package:

() Very Vague () Somewhat Vague () Somewhat clear () Clear

15. Was the length of time you had to wait for your packet a problem?

_____ Yes _____ No

Please explain _____

16. What suggestions or criticisms can you offer so that we can serve you better?

INFORMATION STORAGE & RETRIEVAL EVALUATION QUESTIONNAIRE

In order to better meet your future needs, the following information will be used by the Educational Improvement Center to improve its services. Please complete the evaluation questionnaire and return it at your earliest convenience to the:

Educational Improvement Center - South Jersey Region
Woodbury - Glassboro Road
P.O. Box 426
Pitman, New Jersey 08071

Thank you for your cooperation.

Name: _____ Date: _____

A. School District Name: _____ No.: _____
(EIC use only)

PLEASE CHECK THE INDICATORS APPROPRIATE TO YOUR PRESENT POSITION:

B. MY POSITION IS:

- 1 TEACHER
- 2 CURR. COORD./SPECIALIST
- 3 SP. ED. TEACHER
- 4 PRINCIPAL/ADM. PRINCIPAL
- 5 SUPERINTENDENT
- 6 STATE DEPT. EMPLOYEE
- 7 PRIVATE ENTERPRISE EMPLOYEE
- 8 ANCILLARY SERVICE (NURSE, GUIDANCE, SOCIAL WORKER, PSYCHOLOGIST, LIBRARIAN, ETC)
- 9 ASST. OR ADM. SUPERINTENDENT
- 10 STUDENT
- 11 LEARNING DISABILITY SPEC.
- 12 READING SPECIALIST
- 13 ADULT/COMMUNITY EDUCATION DIRECTORS
- 14 TEACHER AIDE/PARENT VOLUNTEER
- 15 PTA MEMBER
- 16 BOARD MEMBER
- 17 OTHER: PLEASE IDENTIFY _____

C. THE GRADE LEVEL(S) THAT I AM INVOLVED IN IS/ARE:

- 18 PRE-K AND/OR K
- 19 ELEMENTARY (K-6, 1-6) (K-4, 1-4)
- 20 MIDDLE SCHOOL
- 21 JUNIOR HIGH SCHOOL
- 22 HIGH SCHOOL
- 23 DISTRICT-WIDE
- 24 COLLEGE
- 25 OTHER: PLEASE IDENTIFY _____

D. I HAVE BEEN EMPLOYED IN EDUCATION:

- 26 0 TO 2 YEARS
- 27 3 TO 5 YEARS
- 28 6 TO 10 YEARS
- 29 11 OR MORE YEARS

E. THE COUNTY THAT I WORK IN IS:

- 30 CAMDEN
- 31 SALEM
- 32 CUMBERLAND
- 33 GLOUCESTER
- 34 CAPE MAY
- 35 ATLANTIC
- 36 BURLINGTON
- 37 OCEAN
- 38 OTHER: PLEASE IDENTIFY _____

F. THE STATE THAT I WORK IN IS:

- 39 NEW JERSEY
- 40 PENNSYLVANIA
- 41 NEW YORK
- 42 DELAWARE
- 43 OTHER: PLEASE IDENTIFY _____

G. THE TYPE OF FACILITY THAT I WORK IN IS:

- 44 PUBLIC
- 45 PRIVATE
- 46 PAROCHIAL
- 47 COLLEGE
- 48 STATE DEPARTMENT
- 49 OTHER: PLEASE IDENTIFY _____

H. On what topic did you request information? Please be specific.

50.

I. Please rate the following by checking the appropriate category:

	Low 1	2	3	4	High 5
51. Services rendered	_____	_____	_____	_____	_____
52. Adequacy of resources related to your topic	_____	_____	_____	_____	_____
53. Value of the Information Storage and Retrieval services	_____	_____	_____	_____	_____

J. Your original intent (check only the single most pertinent intent) for the information was to:

54. _____ make a decision concerning an educational issue
55. _____ plan a program that is not currently available
56. _____ modify or improve a program that currently exists
57. _____ increase professional background knowledge about a topic
58. _____ other (please specify) _____

K. Comments:

59. _____

THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224
PLEASE
RETURN TO:

EPSIS Room 330
NYS Education Department
Albany, New York 12224

Dear EPSIS Client:

Attached is the result of the ERIC computer search processed for you by the EPSIS Office.

Since the computer search service is a relatively new effort we hope you will take a minute to answer the following questions.

Your answers will help us develop a more efficient service.

1. With whom did you initiate the computer search request?
☐ EPSIS ☐ Other (Specify) _____
☐ BOCES Representative _____
2. Have you used this service before?
☐ Yes ☐ No
3. For what purpose will this information be put to use?
☐ Proposal Development ☐ Personal Professional
Development (Not Coursework)
☐ Program Development ☐ General Planning
☐ Curriculum Development ☐ Classroom Instruction
☐ Graduate Coursework ☐ Other _____
4. What portion of the search results are relevant to your purpose?
☐ 0-20 percent ☐ 61-80 percent
☐ 21-40 percent ☐ 81-100
☐ 41-60
5. Were the search results delivered to you in a reasonable length of time?
☐ Yes ☐ No
6. As a result of this search, will you order either microfiche or reproduced journal articles from EPSIS?
☐ Yes ☐ No, documents not of interest
☐ No, ERIC materials available locally
7. When your work related to this search is completed, who will have been most effected?
☐ just myself ☐ students
☐ teachers ☐ supervisors
☐ principals ☐ parents ,
☐ district administrators ☐ Other _____

DISSEMINATION SERVICES

Assessment of Education Information Services

Education Information Services (EIS) is making a continuing effort to improve its services to clients. One means of assessing these services is through detailed feedback from you, the client, about the information package and information services provided by EIS. Your assessment of our services will be appreciated.

SEARCH NO. _____ (the number on the cover of your information package.)

1. What part of the information provided was appropriate to your request?

() () () () ()
NONE HALF ALL

2. How much time do you estimate you saved by using the services of EIS in researching your information?

_____ less than one hour _____ 5-10 hours
_____ 1-3 hours
_____ 3-5 hours _____ more than 10 hours

3. When you received the initial information package, the explanation given of the contents of the information package was:

() () () () ()
VAGUE CLEAR

4. Were additional materials required to supplement the information package you received?

_____ YES _____ NO

5. How would you evaluate the information provided in relation to your specific request?

() () () () ()
VERY POOR FAIR EXCELLENT

6. How would you rate the overall service provided by EIS?

() () () () ()
VERY POOR FAIR EXCELLENT

7. If your information package contained "Legal Information for Educators" or the "Programs/Practices/Processes Abstract" how would you evaluate that additional information provided in relation to your specific request?

() () () () ()
VERY POOR FAIR EXCELLENT

8. What specific comments can you offer about the information package or the services of the EIS? (use reverse side if necessary)

STATE OF SOUTH CAROLINA

DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION



COLUMBIA

TO: Resource Package Requesters

FROM: Resource Information Unit Staff, Education Products Center

SUBJECT: "Reactionnaire"

Attached to this letter is a "Reactionnaire" being forwarded to you two weeks after your completed resource package. At several times in the history of our service we have tried to use a form that would help the user explain his/her feelings concerning the package of information and this is the purpose of the "Reactionnaire."

The form is designed for quick completion mostly requesting only that you circle the suitable answer. The last question calls for some wording. Please be as frank and as pointed as you can.

Only through concerned comments are we able to generate constructive changes to resource packages.

The RIU staff appreciates your patronage and the extra time spent in completing the "Reactionnaire." Please return the form as well as any other requests for information services to:

S.C. State Department of Education
Education Products Center
Resource Information Unit
Rm. 1208 - Rutledge Bldg.
Columbia, S.C. 29201

JE/ks

Request No. _____ Date mailed _____
Requester _____, Position _____

EDUCATION PRODUCTS CENTER
Resources Information Unit

-Reactionnaire-

Please complete this reactionnaire at your earliest convenience and forward to the EPC/Resource Information Unit in the attached self-addressed envelope. In order that we may improve our services to you and your colleagues, it is requested that you respond to all items on this form.

1. Your organization (circle 1)

- a. Public School District
- b. Private School
- c. Technical Center
- d. Junior College
- e. College/University
- f. State Department of Education
- g. Other _____

2. Your position (circle 1)

- Teacher/Instructor/Professor
- Principal/Assistant Principal
- Pupil Personnel Worker/Psychologist/Guidance Counselor
- Librarian/Researcher
- Supervisor/Consultant/Specialist
- Superintendent/Director/Dean
- Board of Education
- Other (specify)

For the items below, please answer by checking yes or no and use question #20 for any suggestions you may have.

- 3. Did the average 2-week-turnaround time delay intended use of the package? Yes ___ No ___
- 4. Were the contents of the package arranged in an understandable format? Yes ___ No ___
- 5. In general, were the overall services provided to you by the EPC/Resources Information Unit sufficient for this request? Yes ___ No ___
- 6. Were the procedures for requesting EPC/Resources Information services complicated? Yes ___ No ___
- 7. Was the information on target? Yes ___ No ___
- 8. Was the bibliographic information on the printout sufficient to locate the entire article/document? Yes ___ No ___
- 9. Did the information package provide an adequate display of usable information? Yes ___ No ___
- 10. Were instructions for ordering entire documents/articles through EPC clear? Yes ___ No ___
- 11. I understand how to use microfiche. Yes ___ No ___
- 12. I have access to a microfiche reader. Yes ___ No ___

13. I would use the EPC/Resources Information Unit service again . Yes ___ No ___
14. I plan to use additional materials and contact other sources to supplement my package. If your answer is yes, please name additional sources/materials to be used. _____

15. The information was not useful to me, but I forwarded it to a colleague. Yes ___ No ___ N/A ___
16. The information in the package was used as originally intended. Yes ___ No ___
17. I was misinformed about the scope of the EPC information services. Yes ___ No ___
18. How many times have you used the services of the EPC/Resources Information Unit? First time ___
5 times or less ___
more than 5 times ___
19. In which of the following functions was the information to be used? Please circle the appropriate function:
- | | |
|-----------------------------|---------------------------|
| 1. classroom use | 5. curriculum development |
| 2. administration | 6. future planning |
| 3. professional development | 7. Other (specify) |
| 4. proposal preparation | |
20. Please make suggestions on how to improve our services in order to meet your needs. Or feel free to expand on any of the questions in the reactionnaire.

ACKNOWLEDGMENT OF RECEIPT OF MATERIALS AND PRELIMINARY EVALUATION

Name _____ CITE Search Number _____

Address _____

Your completing and returning this card to us will assist us in improving our services to you. Please respond to the questions below and return this postage-free card. We will follow up this preliminary evaluation in approximately six weeks with another brief questionnaire asking for an evaluation of the material's usefulness to you.

1. The material arrived: ☐ on time ☐ late but useful ☐ too late
2. Does a quick scan of the material indicate that it is relevant to your request topic?
☐ yes ☐ no
3. If not, which of the following most nearly indicates why the material is not relevant:
☐ too brief ☐ off the subject ☐ too complicated
☐ not the kind of material requested ☐ microfiche reader not available
4. How did you find out about Project CITE and its services?
☐ ESC staff ☐ teacher in your school ☐ administrator in your district
☐ article in publication ☐ presentation at professional meeting
other (please state) _____
5. Is this your first use of Project CITE resources? ☐ yes ☐ no

First Class
Permit
No. 1022
Austin, Texas

BUSINESS REPLY CARD

No Postage Stamp Necessary If Mailed In the United States

POSTAGE WILL BE PAID BY--

Texas Education Agency
201 East 11th Street
Austin, Texas 78701

ATTENTION: Pat Martin

Name _____ CITE Search Number _____

Address _____

Based on our receipt of your initial evaluation form, we are asking you to complete this followup survey. The topic of your request for information was:

1. Please describe the need which prompted your request. _____
2. How directly useful was the material sent to you? ()very ()generally
()not very ()not at all
3. How would you rate the quality of information sent to you? ()excellent
()good ()fair ()poor
4. What kind of information did you find most useful? ()journal article
()report ()program description ()curriculum material ()brochure
()ERIC search ()other bibliography ()other (describe) _____
5. How did you use the information: ()program planning ()inservice planning
()administrative planning ()college course ()personal improvement
()other
6. Did you seek more information based on references in the search? ()yes ()no
7. Did you order microfiche based on references in the search? ()yes ()no
8. Did you share your information package with others? ()yes ()no
9. What is your job title? _____
10. Any additional comments? _____
- _____
- _____
- _____

Name:

Position:

Institution:

Topic:

Search Number:

Please return to:

Project CITE Resource Center
Southwest Tower
211 East 7th Street
Austin, Texas 78701

CITE MATERIAL EVALUATION

In order to help us improve our service to you, we ask that you respond to the questions below when you have had time to evaluate the materials you received. The CITE project would welcome any suggestions or criticisms you might have. Thank you for your cooperation and time.

1. Did you actually use the materials sent you?
() Yes () No
2. What percentage of the materials you received was relevant to the topic as you perceived it?
() 0-25% () 26-50% () 51-75% () 76-100%
3. Was the amount of material you received
() too much () adequate for your purpose () too little
4. The response arrived
() earlier than expected () in time () late but useful () too late
5. How did you use the materials you received? (Please select the primary use).
() background reading only
() planning a new program
() program revision
() program evaluation
() proposed writing
() report writing
() dissertation material
() other (please specify) _____
6. Which type of information did you find most and least useful?

() computer-generated bibliography	() computer-generated bibliography
() journal article copies	() journal article copies
() book selection copies	() book selection copies
() microfiche copies of documents	() microfiche copies of documents
() human resource references	() human resource references
7. How did you find out about Project CITE and its services?
8. Is this your first use of Project CITE's resources?
() Yes () No
9. Please include any additional comments:

SECTION C: LINKER DOCUMENTATION FORMS

In contrast to the large variety of Feedback Forms being used in State Capacity Building Projects, there is a dearth of materials reported to be used in relation to linkage efforts. This may reflect the relative immaturity of linkage efforts in general. What do exist tend more to the case log or contact report format.

Services rendered to clients by linkers are broader and more elusive; they leave no single products like a literature search as testimony to their existence. They can only be reported by the client or the field agent/linker unless the project can arrange a neutral, third party analyst to be on-site at each interaction between linker and client. Despite the existence of a number of comprehensive theoretical treatises on what a linker is, most of the State Capacity Building Projects seem to be operationalizing the role "in vivo". Thus, accurate, descriptive documentation of the activities of linkers are virtually important.

Common elements of the case logs or activity reports include the role/position of the primary client, the purpose of the client which the linker supports, and the cost in time, travel, and dollars for the complete interaction.

Other data elements which appear useful to linkers include

- . the number of persons dealt with directly by the linker (in addition to the initiating client)
- . the content areas related to the problem to be addressed by the linker
- . how the client became aware of the services
- . who initiated the contact
- . nature of the resources to which the client(s) was linked including

- relevance
- turnaround time
- delivery mechanism

. an open-ended description of the sequence and stages the transaction went through

Most of the elements are useful to evaluation efforts only in subjective terms on a case by case basis. Aggregated longitudinally they may provide formative input to the high priority skills and competencies that an effective linker needs to function effectively. An extensive effort in this regard is the action research underway by one of the Connecticut linkers. (see section E).

A missing characteristic in the documentation of the linker function may be the contextual parameters of the client's district or other organizational affiliation. The theorists clearly indicate that organizational climate and external context (i.e. gate-keeper/laggard, socio-economic conditions, rural/urban, organizational size, management style) have great import for the style, tactics, and strategy of the linker. Case study logs and contact reports might need to be revised to reflect or refer to such important data elements.

At least two states have devised survey-interview schedules to assess the preliminary experience of clients in one case and linkers themselves in the other. These are included in this section rather than in a separate feedback section for linkage.

When designing this Compendium, it was decided to establish a section both on linkers and on impact-utilization, even though there were few sample forms to include in either section. State Capacity Building Projects will surely be developing evaluation and documentation efforts in these areas and their future contributions can be added to the appropriate sections of the present Compendium.

CASE ID #		YEAR	F.A.	CASE
1	2			

PROJECT ACCESS
FIELD AGENTS' CASE DOCUMENTATION SHEET

COLORADO

Field Agent _____ Date _____

Client _____ School _____ District _____

Mailing Address _____ Phone _____ (work)

Phone _____ (home)

DECISION SITUATION (Problem Statement)

POSITION OF CLIENT: 1-teacher 2-dept chairman 3-principal 4-supervisor 5-superintendent 6-school board
7-lav 8-other (specify) _____

NUMBER OF PERSONS F.A. DEALS WITH DIRECTLY IN CASE: 1=1 2=2, etc. 9=9 or more

HOW DID CLIENT LEARN OF SERVICE? 1-colleague 2-brochure 3-project presentation 4-field agent 5-news article
6-district of BOCS newsletter 7-CDE consultant 8-other (specify) _____

THIS DECISION WILL HAVE PRIMARY IMPACT ON: 1-students 2-teachers 3-admin. 4-other (specify) _____

AREA MOST IMPACTED BY DECISION: 1-curriculum/instruction 2-administration 3-organizational development 4-staff
development 5-school improvement 6-accountability/evaluation 7-counselling 8-other (specify) _____

IN WHAT STAGE IS CLIENT? 1-awareness 2-planning 3-trial/eval. 4-adoption

IF PRIMARY IMPACT GROUP IS NOT STUDENTS, HOW MANY PEOPLE IN GROUP IMPACTED?

IF STUDENTS WILL RECEIVE EITHER PRIMARY OR SECONDARY IMPACT, ANSWER 8-12

HOW MANY STUDENTS WILL RECEIVE IMPACT? 1-one classroom 2-multiple classrooms 3-whole school 4-multiple
schools 5-whole district 6-multi-districts

ANTICIPATED MAGNITUDE OF IMPACT ON STUDENTS: (see guide) 1-limited 2-moderate 3-major 4-tremendous

GRADE LEVEL OF STUDENTS AFFECTED (1) K-6 (2) 7-9 (3) 10-12 (4) multiple

TYPE OF STUDENT AFFECTED: 1-general 2-special ed. 3-bicultural/bilingual 4-other minority 5-gifted
6-other (specify) _____

CURRICULAR AREA: 1-math 2-reading 3-lang arts 4-science 5-social studies 6-music 7-art 8-phys ed 9-minority
studies 10-career/voc 11-early childhood 12-media-library 13-multiple areas 14-other (specify) _____

resource #

RESOURCE SECTION. FILL OUT ONE COLUMN AT THE TIME EACH RESOURCE IS PROVIDED.

	1	2	3	4	5	6
13						
14						
15						
16						
17						

KIND OF RESOURCE PROVIDED: 1-ERIC 2-other product 3-talent bank 4-other human resources
5-state facilitator 6-other programs/projects* (*specify in summary)

WHAT WAS THE PRIMARY PURPOSE OF RESOURCE? 1-awareness 2-planning 3-trial/eval. 4-adoption

HOW APPROPRIATE WAS THE RESOURCE? (F.A. Opinion) 1-poor 2-fair 3-good 4-excellent

HOW MANY DAYS BETWEEN CLIENT REQUEST FOR RESOURCE AND DELIVERY? 1)1-3 2)4-10 3)11-17
4)18-24 5)25-31 6)32-38 7)39-59 8)over 60

HOW WAS RESOURCE DELIVERED? 1-FA in person 2-FA phone 3-mail 4-direct from source
5-other person 6-other (specify) _____

SUMMARY SECTION: COMPLETE AT CLOSE OF CASE.

18. TOTAL NUMBER OF FIELD AGENT HOURS SPENT ON CASE IN: Preparation _____ travel _____ person to person contact _____
other (specify) _____ TOTAL _____

19. APPROXIMATE NUMBER OF: PHONE CALLS TO CLIENT-_____ TO RESOURCE-_____ MEETINGS WITH CLIENT-_____

WITH RESOURCE-_____ LETTERS TO CLIENT-_____ TO RESOURCE-_____

20. HOW MANY DOLLARS DID CLIENT PAY FOR RESOURCES IN THIS CASE? _____

21. WHAT WAS THE MAIN ROLE PLAYED BY THE FIELD AGENT IN THIS CASE? 1-Linker 2-process helper 3-solution giver.

SUMMARY OF TRANSACTIONS, RESOURCES DELIVERED, DECISIONS, OUTCOMES, HOW THE SERVICE AFFECTED THE OUTCOME,
HOW STUDENTS WERE AFFECTED, STAGES THE CLIENT WENT THROUGH.

FIELD AGENTS' CASE LOG.

YEAR

CASE ID #

F.A.

CASE

Please make an entry for each transaction.

[illegible]

Directions for filling out field agents documentation sheets

General:

- 1) Fill out dark enough to xerox.
- 2) Choose only 1 response per question (one digit/box).
- 3) Note any problems in categorizing.
- 4) Fill out ID on front & back for xeroxing.
- 5) I.D. is important, will appear on all other documentation referring to this case.
- 6) "Right-Justify" all numbers - e.g., for case # 1, do this

		1
--	--	---

 or

0	0	1
---	---	---

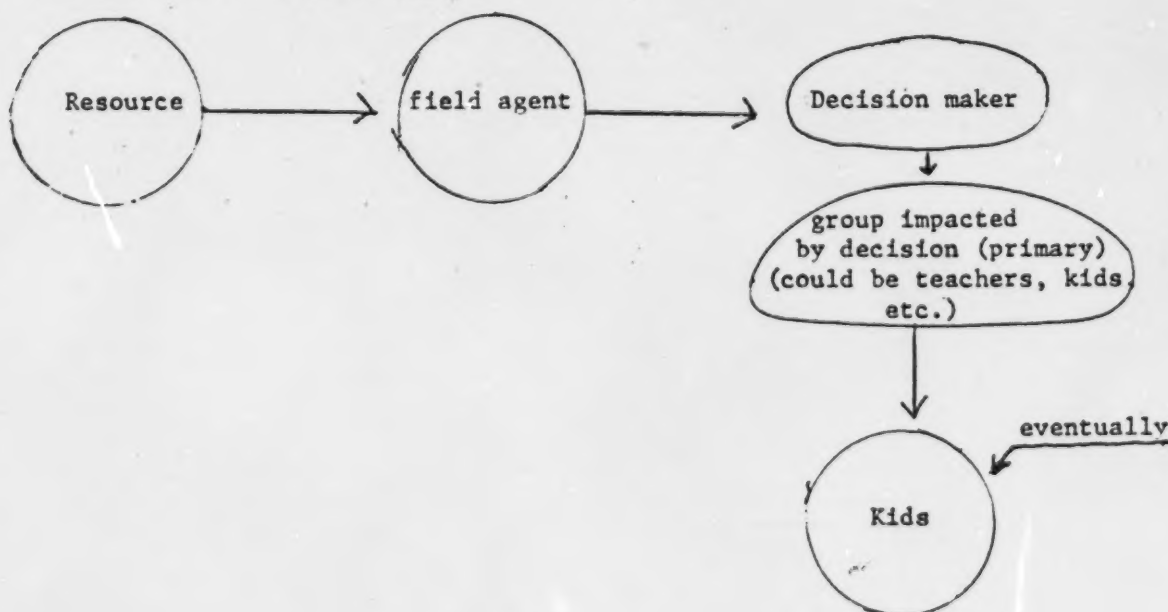
not

1		
---	--	--

 or the stupid computer will think this is case #100.
- 7) Round responses off to nearest whole number.
- 8) Try to put a number in each box. If in doubt, enter your best guess and describe in comments section.
- 9) Answer questions 1 - 12 at first encounter,
13 - 17 when product is delivered
18 - end - at close of case
- 10) Make log entries at each communication or encounter on the case.
Log entries need not be in much detail, except for your purposes.

Conceptual Framework & Purpose of the Field Agents Documentation Sheet

- 1) Addresses the following information
 - a) decision or action to be taken by client
 - b) type of Resource provided
 - c) cost of Resource (in terms of field agent time)
 - d) effectiveness of product on decision
 - e) impact of decision
 - f) processes involved
- 2) Information is decision based, assumes purpose of project is to affect decisions. Assumes a very broad definition of "decision" (e.g. "deciding how to teach mathematics to kids")
- 3) Collects data for many uses - including
 - a) Field agents own records
 - b) Summative evaluation data
 - c) program description data
 - d) feedback data (process evaluation)
 - e) resource allocation data
- 4) Tallies and summaries can be made quickly and easily on a computer: Field agents should not need to go back and count how many teachers were served, how many principles, etc., cross tabulations can also be done on computer, answering questions such as - "What % of the teacher-originated ERIC needs were met by pre-packaged materials?"
- 5) Case ID number can serve as a central reference # through which information from all sources can be focused case by case.
- 6) Decision situation (problem statement) and summary will provide a concise narrative abstract of the case for historical and reference purposes.
- 7) Assumes this conceptual scheme



Question By Question Directions

Question #(s)	Directions
F.A. #	Each F.A. has a number which will not change. Your number is _____.
Case (In ID)	Each field agent assigns numbers to his cases, starting with 001, 002, etc. DO NOT USE SAME ID ON TWO DIFFERENT CASES. (Idea - Fill out ID's on several forms, then use as required)
Client	Last name, first name.
Date	Date of first encounter with client
Phone	Try to get clients home phone, this will be helpful for summer or evening phone contacts.
Decision situation (problem statement)	One or two sentences describing briefly the problem - (e.g., Jr. high math teacher seeks science materials for mainstreamed p.c. children), or the decision to be made (e.g., elementary staff seeks advice on whether or not to go to IGE, and if so, which parts of IGE model are appropriate for their school).
1 - 12	Fill out at first encounter
1	Choose most appropriate position as refers to this case. (e.g., if the principle teaches math and is looking for metric-oriented curricular material for <u>his classroom</u> , call him a teacher)
2	This is the number in client group - enter actual number in box.
3	Choose best answer.
4	Choose best answer, e.g. curricular changes affect students - personnell selection affects teacher's, work-shops affects teachers. (We need more input on this item)
5	Choose best answer. If questionable, make sure summary explains.

Question #(s)	Directions
6	This means at time of first encounter.
7	e.g., if teacher workshops are planned, how many in workshop. Approximate numbers ok.
9	<u>Limited</u> -- effect limited to a few lessons in class, a one day workshop, one or two counseling sessions, etc. (We need more input on this item) Crude rule of thumb - direct affect of less than 10 hours of group activity, or less than 5 hours of Individual. <u>Moderate</u> -- effect approximating one learning unit, a 2-3 day workshop, etc. <u>Major</u> -- effect approximate change in a full year of curriculum (eg., 8th grade math), a set of inservices for teachers, etc. <u>Tremendous</u> -- could have a "life-changing" effect on students involved (eg., mainstreaming of special ed. kids, building an open-living school, developing a complete vocational program, etc.)
11	Choose best answer - (are there more categories we should list here?)
12	Choose best category
13 - 17	Fill out at time of delivery. Fill out one column for each product or Resource delivered.
13	Resources should be briefly described in summary. ERIC resources from project will be described in detail by the ERIC resource person.
16	Get this information from the case log. Approximation OK. Please excuse the strange categories, but they have neat mathematical properties.
18 - END	Fill out at close of case, or when requested by project director.
18	Compile from log - round off to nearest whole hours.
19	Get from log.
20	If zero, please fill in zeros.

Summary - please fill in as concisely and completely as possible. The information in "Decision Situation" and "Summary" will become a historical abstract, and may need to stand alone in special reports. It is important to document any evidence that the project services or referred resources impacted decisions and helped kids.

Case log This is largely for field agents use as a day to day documentation. Use additional pages as necessary. Feel free to include information which doesn't fit the column headings. Use the log for answering questions 13 - summary.

STATE BOARD OF EDUCATION
ILLINOIS OFFICE OF EDUCATION
Program Evaluation
100 North First Street
Springfield, Illinois 62777

ILLINOIS

PROGRAM SERVICES TEAM SITE VISITATION REPORT

Month / Day / Year

I. NAME OF CONSULTANT		NUMBER	COUNTY, DIST. CODE																					
NAME OF FACILITY		☐ Private Facility ☐ State Facility																						
CONTACT	☐ Initiated by Illinois Office of Education ☐ Requested by Local Education Agency ☐ Supt. LEA ☐ Prin. ☐ Project Director ☐ Teacher ☐ Specialist ☐ Recommended by Third Party (specify) _____		CONSULTANTS PRESENT																					
NUMBER PRESENT		Regional Supt. Supt. LEA Prin. Project Director Teacher Specialist Other (specify) _____																						
PURPOSE OF VISIT	☐ Observation ☐ Consultation ☐ Workshop		TIME UTILIZATION TRAVEL <table border="1"> <tr> <th colspan="2">HOUR</th> <th colspan="2">QUARTER HOUR</th> </tr> <tr> <td>1</td><td>3</td><td>1</td><td>3</td> </tr> <tr> <td>2</td><td>4</td><td>2</td><td>4</td> </tr> <tr> <td>5</td><td>6</td><td></td><td></td> </tr> <tr> <td colspan="2">7 or over</td><td></td><td></td> </tr> </table>		HOUR		QUARTER HOUR		1	3	1	3	2	4	2	4	5	6			7 or over			
HOUR		QUARTER HOUR																						
1	3	1	3																					
2	4	2	4																					
5	6																							
7 or over																								

II. KEY	
PROGRAM AREA	SUBJECT
TITLE I 1. P.L. 89-10 2. Migrant 3. Neglected-Delinquent 4. Title II 5. Title IV 6. Safety Education 7. Gifted SPECIAL EDUCATION 8. State Program 9. Federal Program	10. Title VI 11. P.L. 89-313 12. Bilingual 13. PPS 14. School Foods 15. Transportation 16. School Approval 17. Curriculum 18. Other (specify) _____
	A - Rules and Regulations B - Reimbursement Funds and Procedures C - Explaining Forms D - Providing Forms E - Staffing-Certification F - Staffing Approval G - Staff Assistance IOE Resources H - Staff Assistance non-IOE Resources I - Program Application (pre-approval) J - Program Amendments K - Program Plan L - Program Plan Implementation M - Other (specify) _____

III. SITE VISIT ACTIVITIES						IV. SITE VISITATION OUTCOMES								
PROGRAM	SUBJECT	TIME		ESTIMATE FOLLOW-UP HOURS		FURTHER IOE ACTION			FURTHER LEA ACTION			ACTION BY THIRD PARTY		
		PREPARATION Hours	ON-SITE Hours			Nec-essary	Desir-able	Unnec-essary	Nec-essary	Desir-able	Unnec-essary	Nec-essary	Desir-able	Unnec-essary

V. Below and on the reverse side describe action taken or identified by PS Team Member. Comments may also be included on the reverse side.

Report Dates:
(Please check)

KENTUCKY

____ September 15, 1975
____ December 15, 1975
____ March 15, 1975
____ June 15, 1975

LINKAGE AGENT
QUARTERLY REPORT

EDR _____

Linker Reporting _____

I. Total No. of Schools in Region _____
No. of schools visited in Quarter in connection with Dissemination Program _____

II. No. of Teachers Contacted _____
No. of Administrators Contacted _____

III. No. of Follow-ups Conducted

Total

Phone _____

Visit _____

By Full-Time Linker

Phone _____

Visit _____

By Curriculum Specialist

Phone _____

Visit _____

Other (Please Specify)

Phone _____

Visit _____

IV. No. of Information Packets screened and/or summarized _____

V. Total No. of Requesters Demonstrating Use of Materials: _____

Total No. of Adoptions or Adaptions in the Quarter: _____

(Please list and describe on separate sheet. Include (1) source of materials or information utilized; (2) description of your activities as a linker; (3) nature and extent of the adoption or adaption; (4) involvement of State Department units other than the Division of Dissemination; and (5) any indicators of improvement resulting from adoption or adaption.)

VI. Total No. of Out-of-State visits hosted in Quarter _____

VII. Brief Description of other activities: _____

PROJECT EXCHANGE EVALUATION VISIT
March 17-19, 1976

1. What kinds of things have been happening in your school?
2. What kinds of problems exist in your school?
3. What kinds of problems are you having as an Extension Agent?
4. Is there a need for Project Exchange services in your school?
5. What have you done to publicize and/or promote the services you offer through Project Exchange?
6. What seems to be the best way to see your clients and make contacts?
7. Do you believe you have received sufficient support and assistance from the State Superintendent's office?
8. Are you receiving support from your principal? How does he/she feel about Project Exchange?
9. How is your position/status in the school influencing your role as Extension Agent? (Not just your formal position, but also your informal status)
10. How is Project Exchange affecting your work load?
11. About the resource packets:
 - (a) Are clients getting what they want and need?
 - (b) Are they getting enough or too much material?
 - (c) Do clients see Project Exchange as being of value to them?
 - (d) Is the turnaround time a problem?

EFFECTIVENESS SURVEY

Spring, 1977

Name _____ Unit/Bureau _____
(optional response)
Position _____ DAG Member _____ Yes _____ No
On _____ the Dissemination Services Unit provided
(date)
you with _____.

In order to assess and improve its services to clients, your responses to the following questions would be appreciated.

1. How did you learn of the services of the DSU?
_____ Deputy Assistant Commissioner/Coordinator _____ DSU staff
_____ DSU Brochure _____ Dissemination Advisory Group _____ other

2. Following the initial meeting(s) with a DSU staff member, how clearly did you understand what services were available to you?
() () () () ()
Completely Completely
Misunderstood Understood
3. How effective were DSU staff members in:
a) identifying the area of your need(s)?
() () () () ()
Totally Totally
Ineffective Effective
b) devising a plan to meet your need(s)?
() () () () ()
Totally Totally
Ineffective Effective
4. How clearly did you understand:
a) your responsibility/role for the activities to be undertaken?
() () () () ()
Completely Completely
Misunderstood Understood

b. The responsibility/role of the DSU for activities to be undertaken?

()

()

()

()

()

Completely

Misunderstood

Completely

Understood

6. Briefly identify any problems which may have occurred:

7. How would you rate the quality of the service/activity provided?

()

()

()

()

()

Very Low
Quality

Excellent
Quality

8. How would you rate your satisfaction with the service/activity provided:

()

()

()

()

()

Very
Dissatisfied

Extremely
Satisfied

9. Was the service/product provided on time?

_____ Yes

_____ No

10. What services/activities might the DSU provide which would be useable to
List below:

11. What specific comments can you offer about the service/product of the DSU?

SECTION D: IMPACT/UTILIZATION SURVEYS

If there is a dearth of current documentation tools for linkers, the situation for impact and utilization is best described as a famine. The forms included in this section are there partly because their titles define them as "impact surveys". In two cases, the forms might have equally been designated as Feedback (Satisfaction) instruments, except that one was done by interview and another had a more detailed section on the client's self-report of impact of the service on the concern at hand.

In addition to the questions and data elements which are common to the previous sections of the Compendium, some unique topics are identified for client opinion in these forms. For example,

- . what happens to the products of a service rendered by a State Capacity Building Project (for example, a literature search) after it has been used by the initial client for the initial purpose?
- . what is the client's proximity to ERIC or other comparable data bases?
- . what other/additional services should be provided by this kind of project?
- . should the project be continued and if so, how? (alternate financial support and organizational affiliation)
- . how much would a client pay for the services provided by a State Capacity Building Project?

While these considerations are interesting, they only indirectly provide insights into the evaluation of impact and utilization.

Measuring the impact of the resource and linkage services of State Capacity Building Projects remains a difficult and complex task. This is no new revelation and current Project Directors can take comfort in the fact that Sieber's study of the pilot states (1972), the Brickley-Trohoski

paper on evaluating information services (1974), and reports from various other fields (Drug and Alcohol Abuse Programs, DOD Scientific and Technical Information and Assistance Programs, etc.) all point to the continuing need for improved impact evaluation methodologies. The NTS design for evaluation of the State Capacity Building Program proposes such an improved process.

The present forms do provide a list of factors which seem to give a preliminary indication of how utilization is enumerated. These include quantity of a given service utilized, frequency of use, intention relative to future repeat use, number of people served by a single service, and action initiated by the client which the client reports was prompted by the resource or linkage service.

Factors not apparently being used presently to determine impact/utilization are those regarding user predisposition to change/improvement (i.e. openness, receptivity vis-a-vis Herlig's LAIN scale); cost-effectiveness considerations, especially those related to economy of scale and standardization of services, and intensity of utilization by the client, (i.e. Hall's Levels of Use or similar approximation of adoption by the client).

That it is difficult to explain the cause and effect relationships of resource and linkage service on local schools is stating the obvious; that the task must be successfully executed, and soon, is equally true.

CONTRACT TOWNS - MARCH, 1976

As you know from our phone conversation, we are interested in an in-depth assessment of the Educational Resources Center's products and services. Therefore, we would appreciate your candid responses to our questions, as well as any other questions or opinions that you may have relevant to our needs. Perhaps you would like to keep in mind these specific searches while we are talking (exhibit searches).

Our first set of questions relate to the literature search process and product. To begin:

1. How effective has the search negotiating process been? (assistance with queries, screening, etc.)

2. How do you determine which search level would be most useful for you? Is there any difference to you in the feedback from a Level I or a Level II search?

3. How satisfactory have the collections of data in the search product in relation to the original search question been? In other words, do the search products achieve the level of quality and relevance that you are looking for? Do they exceed it?

for Level I

for Level II

4. Is the quantity of material presented for each level suitable for your needs?

for Level I

for Level II

5. Is the format of the search acceptable? Do you find it easy to use, pass along, store?

for Level I

for Level II

6. Is the presentation of microfiche data useful to you? Do you have a microfiche reader available to you? Do you store the microfiche? Where?

7. How do you use the search after you have read it?

8. After you have finished using a search product, what generally happens to it?

Level I

Level II

9. Do you usually look up the complete texts for any- (many) of the abstracts of journal articles on ERIC documents presented in the search product?

for Level I

for Level II

10. How convenient is an ERIC collection and professional library to your location?

Does the geographic location of the ERC have any positive or negative effect upon your utilization of our services?

OUR NEXT SET OF QUESTIONS PERTAIN TO YOUR SUBSCRIPTION TO THE ERC.

First:

1. How do persons in your system become aware of your subscription to the ERC?

2. How do they receive the "go-ahead" to use the ERC subscription service?

Can any employee use it?

Committee?

Others?

3. How would you assess the impact of the ERC services in your school system?

(How is it affecting educational change and organization?)

4. How many people do you feel have been actually reached by ERC services in your school system?

5. What other ERC services are you aware of? Which of these seem particularly useful?

6. What kind of services and products do you feel ERC could produce for you that are not now being offered and which you consider valuable?

KEDDS/RESOURCE SYSTEM IMPACT SURVEY

How did you become aware of the KEDDS/RESOURCE SYSTEM? (Based in KSDE)

- ☐ Through KEDDS/LINK Facilitator. ☐ KSDE Representative.
☐ Through mailed flier. ☐ Professional Association.
☐ Local school representative. ☐ Professional colleague.

If you have received information from this SYSTEM, rate the information received using the following rating scale:

Timely	:	:	:	:	:	:	:	Untimely
Useful	:	:	:	:	:	:	:	Not useful
Adequate	:	:	:	:	:	:	:	Inadequate
Relevant	:	:	:	:	:	:	:	Not relevant
Informative	:	:	:	:	:	:	:	Non-informative
Satisfactory	:	:	:	:	:	:	:	Not satisfactory

If you have used the services of the KEDDS/RESOURCE SYSTEM, rate the service using the following rating scale:

Timely	:	:	:	:	:	:	:	Untimely
Useful	:	:	:	:	:	:	:	Not useful
Adequate	:	:	:	:	:	:	:	Inadequate
Relevant	:	:	:	:	:	:	:	Not relevant
Informative	:	:	:	:	:	:	:	Non-informative
Satisfactory	:	:	:	:	:	:	:	Not satisfactory

As a result of the information or services received from the KEDDS/RESOURCE SYSTEM, have you incorporated the information or ideas into your district?

YES ☐ NO ☐

If "YES", briefly describe how you are using this information or the ideas received in your district.

Who is affected by this information or service, and how many persons are affected in each category?

☐ Just myself. ☐ Principal(s) ☐ Supervisor(s)
☐ Teacher(s) ☐ Student(s) ☐ Parent(s)

The Files listed below are presently being compiled by the KEDDS/RESOURCE SYSTEM. Are you aware of, or have contributed to:

	AWARE		CONTRIBUTED	
	YES	NO	YES	NO
Human Resources File	☐	☐	☐	☐
Promising Practices File	☐	☐	☐	☐
Kansas Documents File	☐	☐	☐	☐

Should the KEDDS/RESOURCE SYSTEM be continued? ☐ ☐

If "YES", how should this component be continued? (Check only one)

- ☐ Incorporated into KSDE. ☐ As a private, non-profit organization
☐ As a consortium of school districts organized for dissemination/diffusion. ☐ By contracting with LEAs.
☐ As a Title IV-C project.

KEDDS/LINKAGE SYSTEM IMPACT SURVEY (Based in Wichita)

How did you become aware of the KEDDS/LINKAGE SYSTEM (K/LS)?

☐ Through KEDDS/LINKAGE Facilitator. ☐ KSDE Representative.
☐ Through mailed flier. ☐ Professional Association.
☐ Local school representative. ☐ Professional colleague.

YES NO

Have you had personal contact with any K/LS facilitators? ☐ ☐

Have you had telephone contact with any K/LS facilitators? ☐ ☐

If you had contact, did this bring about an awareness of programs that you might consider adopting in your district? ☐ ☐

Did you receive any information about educational programs as a result of these contacts? ☐ ☐

Have you reviewed or evaluated any of these educational programs for consideration in your district? ☐ ☐

As a result of these contacts, have you done a needs assessment in your district? ☐ ☐

Have you assigned personnel to facilitate the adoption/implementation of programs KEDDS helped you to find? ☐ ☐

Have you developed an organizational structure to facilitate implementation of new programs into your district? ☐ ☐

As a result of K/LS contacts, have you incorporated or adopted any new programs into your district? ☐ ☐

If "YES", identify the program/innovation that you have incorporated.

If you have had contact or have used the KEDDS/LINKAGE SYSTEM, rate the services using the following rating scale:

Timely	:	:	:	:	:	:	:	:	Untimely
Useful	:	:	:	:	:	:	:	:	Not useful
Adequate	:	:	:	:	:	:	:	:	Inadequate
Relevant	:	:	:	:	:	:	:	:	Not relevant
Informative	:	:	:	:	:	:	:	:	Non-informative
Satisfactory	:	:	:	:	:	:	:	:	Not satisfactory

If you have incorporated an educational program into your district through your contact with the KEDDS/LINKAGE SYSTEM, who is affected by this program and how many persons are affected in each category?

☐ Just myself. ☐ Principal(s) ☐ Supervisor(s)
☐ Teacher(s). ☐ Student(s) ☐ Parent(s)

Should the KEDDS/LINKAGE SYSTEM be continued? YES ☐ NO ☐

If "YES", how should this system be continued? (Check only one)

☐ Incorporated into KSDE. ☐ As a private, non-profit organization.
☐ As a consortium of school districts organized for dissemination/diffusion. ☐ By contracting with LEAs.
☐ As a Title IV-C project.

EDUCATION INFORMATION CENTER

Impact Survey

Please respond to the following questions in terms of the information package or services you received from the EIC. If you have received more than one package, respond in terms of the most recent package you received.

1. Into which of the categories did your request fall?
(check only one)

_____ awareness
_____ program/project planning
_____ curriculum development/revision
_____ classroom planning/instruction
_____ other
_____ specify _____

2. Describe briefly the basic objective (s) that you were trying to accomplish which prompted your request for information.
3. Describe briefly the content of your information request to the EIC.

4. Describe briefly the actual use you made of the information or assistance provided by the EIC.

5. Rate the extent to which the information received figured in solving the problem which caused the request to be initiated.

()
The information did not play a role in solving the problem.

()

()
The information was the major component in the solution of the problem.

()

If you checked "the information did not play a role in solving the problem," then please try to specify below why this was the case and do not answer any further questions.

- _____ information was not relevant
- _____ information did not arrive on time
- _____ other resources found were more useful
- _____ the information need no longer exists
- _____ other _____

Comment:

6. A. Who was affected by the information or assistance you obtained from the EIC? (check those that apply)

_____ just myself
_____ teacher(s)
_____ principal(s)

_____ student(s)
_____ supervisor(s)
_____ parent(s)

_____ don't know
_____ no one
_____ other
specify _____

B. If anyone was affected by the information or assistance you obtained from the EIC, estimate the number of persons affected in each category.

_____ teacher(s)
_____ principal(s)

_____ student(s)
_____ administrators

_____ parents
_____ other
specify _____

7.

The information I received led to changes in:

RATING

CATEGORY	MINOR CHANGES	MAJOR CHANGES	COMMENTS OR DESCRIPTION OF CHANGES
-- goals or objectives	() () () () ()		
-- teaching methods	() () () () ()		
-- school organization	() () () () ()		
-- classroom organization	() () () () ()		
-- curriculum	() () () () ()		
-- evaluation of students	() () () () ()		
-- evaluation of teachers	() () () () ()		
-- resource allocation	() () () () ()		
-- administrative procedures	() () () () ()		
-- teacher training	() () () () ()		
-- staff development	() () () () ()		
-- diagnosis of students	() () () () ()		
-- teacher assignment	() () () () ()		
-- media usage	() () () () ()		
-- other (specify)	() () () () ()		
-- it led to no discernible changes	☐		

8. Briefly describe the changes that took place.

9. Do you think that the services of the EIC will be of assistance to you in the accomplishment of other objectives?

☐	☐	☐	☐	☐
Of no assistance				of substantial assistance

10. While the EIC has no plans to charge for its services, it is interested in having you place a dollar value on the service.

How much would you pay for the services:

☐ \$0. per Search	☐ \$10.-\$20. per Search
☐ \$0.-\$5. per Search	☐ More than \$20. per Search
☐ \$5.-\$10. per Search	

SECTION E: OTHER DOCUMENTATION FORMS/SAMPLES

This Section of the Compendium differs from others because it contains miscellaneous items submitted by Project Directors which, while they could be classified no where else, were of unique interest and weren't overly lengthy or difficult to reproduce. Their utility to other Projects may be less than those in other Sections, but they are included here for possible interest and review.

The Section includes:

- . AIDS Evaluation Design - Year One (Alabama)

This document is included as an example of a way to present an evaluation design in a project setting. Arrayed against each objective are the variable/attribute to be measured, measuring procedures and instruments, target groups, frequency and scheduled dates, persons (staff) responsible.

- . Resource Identification Survey (Illinois-IRDN)

This detailed survey instrument is designed to be used as an interview guide in a state-wide inventorying of resources to which the State Capacity Building Project may link its clients. Sections include Resource Identification, Description, Target Group; Programs and/or Projects, Human Resources, Materials, and Housing Agency.

- . Internal SEA (Human) Resource Referral Form and Follow-up Questionnaire (Montana)

This pair of forms is used to refer client's needs to specialist staff within an SEA, giving them the opportunity to share themselves, their materials and/or secondary referrals through the linker and the Resource Center. The Questionnaire was used to ask the state specialists the impact of the referral program on them.

. Awareness Survey (Montana)

A survey instrument used in an effort to improve services by asking potential clients (i.e. those who had not used the services) whether they knew about the service and why they had not used it.

Four other source documents, which included forms or documentation materials with at least minimal evaluation implications, would have been included in this Section, except for their length. The annotations are here included. To get a copy of the entire document, readers may contact NTS or the respective Project Director.

. Results of Department of Education Planning and Evaluation Survey (Alaska)

Summary of a state-wide needs assessment directed at educators. Focus on services to be provided by the SEA. Copy of survey instrument is included.

. Education Information Questionnaire (Colorado)

An extensive interview schedule directed to local district personnel relating to their preference and habits of information acquisition, use and high priority topics. Awareness of SEA efforts in dissemination also probed.

. The Variables of Capacity Building: A Process Design (Connecticut)

This 70 page document presents a report on a study to (1) find out how local districts improved educational practice through information utilization and (2) to identify successful skills employed by the field agent in service of a client. An extensive field agent documentation process is described.

. Handbook for Building Level Linking Agents (Minnesota)

This 30 page document is a guide for part-time, volunteer linkers at the local level. It includes a job description, process

guide, policies and charges, "Things we prefer not to do", and
a glossary of terms, etc.

AIDS EVALUATION DESIGN -- YEAR ONE

Introduction

The program objectives for AIDS, specified in the January 12, 1976, proposal to N.I.E., provide the basic framework for the Year One project evaluation design which is outlined below. Furthermore, Program Objective #8 defines the purposes and suggests the nature of the evaluation design: "Provide for evaluative feedback and for continuous assessment and long-range improvement of AIDS." Consistent with this objective, the evaluation design prescribes that data be collected to measure certain key variables and/or attributes associated with the attainment of each specified objective. The variables/attributes are critical indicators of progress in project development and, as such, changes in most of these can be gauged, quantified, and displayed as trend lines to reflect any significant fluctuations. In addition, these variables/attributes should be sensitive and responsive to the introduction, termination, or modification of any given strategy or procedure used in the conduct of project activities. Thus, the measurement of these key variables should generate meaningful feedback data and thereby provide for the kind of continuous and ongoing evaluation appropriate for a developmental project.

OBJECTIVE #1: Legitimize the AIDS function within the SDE and establish an organizational unit within the State Superintendent's Office for coordination of system activities.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
1.1 Has AIDS staff been appointed? When?				
1.2 Has AIDS office been established?				
1.3 Does AIDS Director report directly to State Superintendent?				
1.4 Are project activities proceeding according to the work plan?				

OBJECTIVE #2: Develop a unified linkage system which will provide for two-way communication among SDE staff and LEA's.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
2.1 How many SDE staff members have received training as AIDS linkers?	2.1 Counting number who complete training sequences	2.1 SDE staff members	2.1 Continuous as applicable; quarterly summaries	2.1 Heinrich
2.2 To what extent do SDE staff members trained as linkers identify with (feel commitment to) AIDS? To what degree do they perceive themselves as "members" and/or "owners" of AIDS? Does each successive training session strengthen this identity?	2.2 a) Number of contacts with and requests to the AIDS Resource Center (compared to non-linkers) as recorded on the "Resource Center Log" b) Pre- and post-tests*in connection with training sessions c) Interviews with random sampling of linkers (Interview schedule*)	2.2 a) SDE Resource Center users b) SDE users c) Sampling of linkers	2.2 a) Continuous b) During training c) Bimonthly	2.2 a) Walsh & secretary b) Heinrich & Walsh c) Walsh
2.3 How many of those SDE staff members trained as linkers demonstrate varying specified levels of a) understanding and b) acceptance of the linker role?	2.3 a) Post-test (training sessions) b) On-site observation and/or interview (Checklist and/or interview schedule*)	2.3 SDE AIDS linkers	2.3 a) Following each training session b) Quarterly	2.3 Heinrich & Walsh
2.4 To what level of proficiency is each AIDS linker trained in each of the prespecified sets of skills and competencies?	2.4 Pre- and post-tests*in conjunction with training sessions	2.4 SDE AIDS linkers	2.4 In conjunction with training sessions	2.4 Heinrich & Walsh
2.5 (How frequently) does each AIDS linker use the specialized skills and competencies in carrying out the linkage function?	2.5 a) "Linkers' Quarterly Feedback Report" b) Interviews with SDE AIDS linkers (Interview Schedule*)	2.5 SDE linkers	2.5 Quarterly	2.5 Walsh

OBJECTIVE #2: Develop a unified linkage system which will provide for two-way communication among SDE staff and LEA's.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY, SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
2.6 (How frequently) do SDE staff members act as AIDS linkers with LEA personnel? a) How frequently do they deliver AIDS products/services? b) How frequently do they deliver requests for products/services from LEA personnel to AIDS staff? c) How frequently do they deliver feedback from LEA personnel re AIDS products/services to AIDS staff? What types of feedback do AIDS linkers provide: (1) information pertaining to needs of LEA's; (2) information pertaining to resources (people, programs, practices, etc.) of LEA's; (3) information pertaining to quality of AIDS products--appropriateness, timeliness, usefulness, etc.; (4) other?	2.6 a) "Linkers Quarterly Feedback Report" b) "Resource Center Log" c) Completion of "AIDS Contact Form" (by SDE AIDS linkers) and summary and analysis of individual forms to provide aggregate data	a) SDE AIDS linkers b) SDE AIDS linkers c) SDE staff and LEA personnel	a) Quarterly b) Continuous with quarterly summaries c) Continuous	a) Walsh b) Walsh c) SDE linkers & Walsh
2.7 What are the characteristics of the clients with whom SDE linkers "link?" a) Role classification--Supt., principal, counselor, teacher., etc. b) Geographic locale; c) System size; d) Public/private; e) Other?	2.7 Completion of "AIDS Contact Form"	2.7 LEA personnel	2.7 Continuous as appropriate; monthly and quarterly summaries	2.7 SDE linkers & Walsh

OBJECTIVE #3: Build a centralized system within the SDE for retrieval of resource information needed in problem solving and improvement efforts in educational agencies in the State.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
3.1 How many journals and other documents, etc. are being received by the AIDS Resource Center?	3.1 Counting	3.1 NA	3.1 Quarterly	3.1 AIDS secretary
3.2 What kinds of resources are available in the SDE? Where are these resources located?	3.2 "Inventory of SDE Information Needs and Resources"	3.2 SDE staff members	3.2 Annually	3.2 Walsh
3.3 What kinds of resources (people, programs etc.) are available in LEA's throughout the State?	3.3 Expert judgment of AIDS staff and SDE linkers	3.3 LEA staff	3.3 Continuous	3.3 Walsh with assistance from AIDS staff & SDE linkers
3.4 What type of resource information is needed in problem-solving and improvement efforts in the State?	3.4 "Inventory of SDE Information Needs and Resources"	3.4 SDE staff	3.4 Annually with continuous updating	3.4 Walsh
3.5 How many requests for information are received by the AIDS Resource Center?	3.5 Maintenance of "Resource Center Log"	3.5 All AIDS Resource Center users	3.5 Continuous with monthly & quarterly summaries	3.5 AIDS secretary
3.6 How are requests made, i.e. a) "AIDS Information Request Form"; b) telephone; c) third party?	3.6 Maintenance of AIDS 'Resource Center Log'	3.6 All AIDS Resource Center users	3.6 Continuous with monthly and quarterly summaries	3.6 AIDS secretary

OBJECTIVE #3: Build a centralized system within the SDE for retrieval of resource information needed in problem-solving and improvement efforts in educational agencies in the State.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
3.7 What are the characteristics of AIDS Resource Center users: a) Institutional affiliation--(1) SDE staff; (2) LEA staff; (3) IHE staff member, student, etc.; (4) SBE member; (5) other State government, e.g. legislator, etc. b) First-time user; repeater? c) Geographic location? d) Other pertinent data?	3.7 "AIDS Information Request Form"	3.7 AIDS Resource Center users	3.7 Continuous	3.7 Walsh and AIDS secretary
3.8 What type of information did the user request: a) Alabama-specific; national data; both? b) exemplary programs/practices? c) administrative, instructional, other? d) individual consultative assistance? e) other?	3.8 Maintenance of AIDS "Resource Center Log"	3.8 AIDS Resource Center users	3.8 continuous	3.8 Walsh and AIDS secretary
3.9 How do requestors intend to use information requested: a) Decision-making? b) Proposal preparation? c) Instructional improvement? d) Other?	3.9 AIDS Information Request Form	3.9 AIDS Resource Center users	3.9 Continuous	3.9 Walsh and AIDS secretary

OBJECTIVE #3: Build a centralized system within the SDE for retrieval of resource information needed in problem-solving and improvement efforts in educational agencies in the State.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY, SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
3.10 What is the turn-around time for each individual request? average turn-around time?	3.10 Maintenance of AIDS "Resource Center Log"	3.10 AIDS Resource Center users	3.10 Continuous (with monthly and quarterly summaries)	3.10 Walsh & AIDS secretary
3.11 How did AIDS staff fill user requests: a) (1) DIALOG - SDE (2) DIALOG - RISE (3) QUERY - Auburn (4) Other? b) (1) AU Library (2) AUM Library (3) ASU Library (4) Huntingdon College Library (5) AIDS Resource Library (6) Other SDE resource (7) Other? c) Referral to SDE staff member? d) Other?	3.11 Completion of "AIDS Information Dissemination Form"	3.11 AIDS staff	3.11 Continuous (with monthly & quarterly summaries)	3.11 The AIDS staff member handling any given individual request
3.12 How (in what form) are AIDS Resource Center products delivered to users: a) (1) Hard copy (2) Microfiche (3) Verbal response? b) (1) Mail (2) On-site delivery . AIDS staff member . SDE consultant (3) Telephone? c) (1) Bibliography only (2) Bibliography plus sources (3) Bibliography plus sources plus synopsis?	3.12 Completion of "AIDS Information Dissemination Form"	3.12 AIDS staff	3.12 Continuous (with quarterly & annual summaries)	3.12 The AIDS staff member handling any given individual request

OBJECTIVE #3: Build a centralized system within the SDE for retrieval of resource information needed in problem solving and improvement efforts in educational agencies in the State,

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
3.13 How do users rate Resource Center products/services, i.e. to what degree are users satisfied with information received in terms of a) appropriateness, b) usefulness, c) timeliness, d) adequacy, and e) formatting?	3.13 "AIDS User Evaluation Form"	3.13 AIDS Resource Center users	3.13 Continuous (with monthly, quarterly, and annual summaries)	3.13 Walsh with assistance from all AIDS staff members
104				105

OBJECTIVE #4: Build an intrastate resource base by identifying and validating promising practices in educational agencies in Alabama.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
4.1 Does the validation scheme incorporate criteria which are relevant to and meet the needs of Alabama educators?	4.1 Pilot testing of validation system in selected LEA's in the State	4.1 Selected LEA's	4.1 Jan.-June, 1977	4.1 May
4.2 a) Has a systematic plan for identifying promising educational practices been developed? b) Is the plan viable and functional?	4.2 a) Existence of written plan incorporating procedures, responsibilities, assignments, etc. b) Secure feedback/critiques from sampling of SDE consultants during development of plan	4.2 a) AIDS staff b) AIDS staff and SDE consultants	4.2 a) April, 1977 b) March, 1977	4.2 a) Walsh b) Walsh
4.3 Have appropriate individuals received training in identifying promising practices? in validating promising practices? How many have been trained?	4.3 Attendance records of training sessions and expert judgment	4.3 SDE staff	4.3 June, 1977 (end of Year One)	4.3 Heinrich & Walsh

OBJECTIVE #5: Develop awareness among prospective users of AIDS availability, of its purposes, of outcomes which can be expected through its use, and of procedures for initiating its use.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
5.1 How many (what percentage) of a sample of various educational groups (e.g., superintendents, principals, supervisors, teachers, etc.) are aware of (have heard of) AIDS?	5.1 Telephone survey based upon specified awareness indicators and follow-up mail questionnaire (survey schedules and questionnaires to be developed**)	5.1 Sample of SDE staff and LEA personnel (primary AIDS users)	5.1 Jan. 30, 1977 March 30, 1977 June 30, 1977	5.1 Walsh
5.2 What specified level of awareness do those who indicate an awareness of AIDS possess?	5.2 Same as 5.1 above	5.2 Same as 5.1 above	5.2 Same as 5.1 above	5.2 Same as 5.1 above
5.3 How (from whom, etc.) did those who are aware of AIDS first learn about AIDS?	5.3 Same as 5.1 above	5.3 Same as 5.1 above	5.3 Same as 5.1 above	5.3 Same as 5.1 above
5.4 When (approximately) did those aware of AIDS first learn of it?	5.4 Same as 5.1 above	5.4 Same as 5.1 above	5.4 Same as 5.1 above	5.4 Same as 5.1 above
5.5 How do respondents react to AIDS in terms of the need for AIDS, products/ services offered, etc.? a) positive, b) negative, or c) neutral reaction?	5.5 Same as 5.1 above	5.5 Same as 5.1 above	5.5 Same as 5.1 above	5.5 Same as 5.1 above

OBJECTIVE #6: Provide relevant training in AIDS operation and utilization to AIDS staff, SDE and LEA linkers, and clients at the state and local level. Assist in planning for and providing training related to program adoption and other problem solving and improvement of AIDS.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY, SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
6.1 How many SDE staff members have been trained in each of the specified areas?	6.1 Attendance records of AIDS training sessions	6.1 SDE staff	6.1 Continuous	6.1 Heinrich
6.2 To what degree of proficiency have trainees mastered the requisite knowledge/skills/competencies?	6.2 Pre- and post-tests (to be selected and/or developed by AIDS staff)	6.2 Trainees (completing ea given training sequence)	6.2 Following ea. training session	6.2 Heinrich/Walsh
6.3 (Following each training session), to what extent do trainees exhibit a positive attitude toward their proposed role in AIDS?	6.3 Trainees will complete written evaluation forms* that will be designed to measure the indicated attributes	6.3 Same as 6.2 above	6.3 Following ea. training session	6.3 Heinrich/Walsh
6.4 What strengths, weaknesses, voids, etc. do trainees identify in training experiences a) immediately following each training session; b) three months following each training session?	6.4 a) Same as 6.3 above b) Written evaluation (check list) and follow-up interviews with sampling of trainees	6.4 a) Same as 6.2 above b) Sampling of trainees	6.4 a) Following each training session b) Three mos. following ea. given trng. session	6.4 Heinrich/Walsh
6.5 To what extent is the formal training relevant and useful to trainees in performing their respective roles?	6.5 Same as 6.4b above	6.5 Same as 6.2 above	6.5 Same as 6.4b above	6.5 Heinrich/Walsh

OBJECTIVE #6: Provide relevant training in AIDS operation and utilization to AIDS staff, SDE AND LEA linkers, and clients at the state and local level. Assist in planning for and providing training related to program adoption and other problem solving and improvement of AIDS.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
6.6 Which LEA's should be selected for participation in piloting of AIDS training and linkage components--in terms of criteria, etc.?	6.6	6.6	6.6	6.6
6.7 What type of orientation is needed for proposed linkers in pilot systems? When?	6.7	6.7	6.7	6.7

OBJECTIVE #7: Provide TA to LEA's in identifying needs and utilizing resource information for problem-solving and in the improvement of educational programs.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY; SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
(The above objective will not be implemented during Year One of AIDS operation. Evaluation measures for this objective will be developed in conjunction with the planning of activities for this Objective.)				
114				115

OBJECTIVE #8: Provide for evaluative feedback and for continuous assessment and long-range improvement of AIDS.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY, SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
8.1 Is plan (design) for continuous evaluation of AIDS activities developed and implemented on schedule?	8.1 Monitor work plan established for evaluation design (compare log of activities actually conducted with work plan)	8.1 Those with evaluation responsibilities	8.1 Continuous	8.1 Walsh
8.2 Is feedback secured from evaluation used to make suggested changes, improvements, etc.?	8.2 Review evaluation outcomes and compare with ongoing project activities	8.2 AIDS staff	8.2 Quarterly progress checks with formal review at year end	8.2 AIDS staff with assistance from consultants, Task Force members, etc.
8.3 Are provisions made for individuals other than AIDS staff members to review evaluation results and to identify implications emerging from evaluation results? Are these provisions implemented?	8.3 Review of project activities	8.3 AIDS staff	8.3 Jan., 1977 with subsequent quarterly checks	8.3 Walsh

OBJECTIVE #9: Develop mechanisms and resources within the SDE to insure the continuity of AIDS.

VARIABLE/ATTRIBUTE TO BE MEASURED	MEASURING PROCEDURE(S) AND INSTRUMENT(S)	TARGET GROUP(S)	FREQUENCY, SCHEDULED DATE(S)	PERSON(S) RESPONSIBLE
9.1 Does the AIDS Task Force meet on the scheduled dates?	9.1 Existence of Task Force meeting records (e.g., minutes, etc.)	9.1 AIDS Task Force	9.1 Quarterly	9.1 Walsh
9.2 To what extent are Task Force members involved in planning, making recommendations, etc. relative to the ongoing operation of AIDS?	9.2 Review of Task Force meeting minutes and identification of planning, recommending, decision-making activities	9.2 AIDS Task Force	9.2 Quarterly	9.2 Walsh
9.3 To what extent are evaluations of AIDS staff and operations sought from Task Force and are these evaluations used?	9.3 Same as 9.2 above	9.3 AIDS Task Force	9.3 Quarterly	9.3 Walsh
9.4 To what degree are staff members within the SDE aware of the services offered by AIDS?	9.4 Telephone survey based upon specified awareness indicators and follow-up questionnaire (Same instrument as used in 5.1--Awareness Survey)	9.4 SDE professional staff	9.4 Jan. 15, 1977 March 15, 1977 June 15, 1977	9.4 Walsh and other AIDS staff as needed
9.5 To what extent do SDE staff members request products/services from AIDS? How many of the various categories of SDE staff members make how many requests?	9.5 Maintenance of AIDS "Resource Center Log"	9.5 SDE Resource Center users	9.5 Continuous with monthly and quarterly summaries	9.5 Walsh and AIDS secretary
9.6 To what extent are SDE users satisfied with the services/products received from AIDS?	9.6 "AIDS User Evaluation Form"	9.6 SDE Resource Center users	9.6 Continuous with quarterly summaries	9.6 Walsh and AIDS secretary
9.7 To what extent do divisions/sections within the SDE support AIDS through the provision (pooling/sharing) of resources (equipment, people, documents, etc.)?	9.7 Maintain records of resources made available and used in AIDS activities (including origin or source of resources)	9.7 SDE	9.7 Continuous	9.7 Walsh

EDUCATION INFORMATION QUESTIONNAIRE

1. Many of us have a favorite media through which we receive useful information in an especially enjoyable fashion. For some it's a particular magazine or newspaper or section of a newspaper. For others it's a journal or newsletter -- or a certain television program. The common element in each case is that it's stimulating, it's entertaining, it's informative and we'd have a hard time doing without it. Do you have any publication or program that fits that description for you personally?

CARD A

NAME: _____

1,2 _____

Tell me if you can what it is about (_____)
that makes it so important to you? (PROBE FOR TOPIC AREAS, FORMAT,
STYLE OF PRESENTATION, ETC.)

3 _____

4 _____

5 _____

6 _____

2. Now let's talk specifically about information related to your profession -- education. The matrix which I just handed you has a list of 17 information items related to education. We're interested in how you perceive the priority of those items in your job as an educator and also for your own professional development. Believe it or not, the simplest way of establishing those priorities is by using the matrix on that sheet.

Here's how it works. Compare each information item on the horizontal lines with the items on the vertical lines. If the horizontal item is more important to you than the vertical item, put an X in the box where the two items coordinate. If the horizontal item is less important than the vertical item, leave the box blank.

When you've filled in the total matrix, I'll take it back and in a few minutes we can determine the order of your information priorities.

FIVE HIGHEST PRIORITY ITEMS

- | | |
|----------|-------------|
| 1. _____ | 7,8 _____ |
| 2. _____ | 9,10 _____ |
| 3. _____ | 11,12 _____ |
| 4. _____ | 13,14 _____ |
| 5. _____ | 15,16 _____ |

3. Now I'd like to examine each of those high priority information items in more detail. First, let's talk about your number one priority, (_____), in more specific terms.

3a. Specific description: _____

17 _____

18 _____

19 _____

- 3b. (HAND RESPONDENT CARD A). On Card A there is a list of nine purposes to which the information item (_____) could be put. What are the two or three most important purposes for which you use information on (item)?

20 _____

Purposes by number: _____

4. Now let's look at (second ranked item on page one). Let's talk about (item) in more specific terms.

48

4a. Specific description:

49

- 4b. (HAND RESPONDENT CARD A). In this instance what are the two or three most important purposes for which you use information on (item)?

Purposes by number: _____

50

- 4c. Which time category would describe the normal acceptable delay period?

_____ (number)

51

- 4d. (HAND RESPONDENT CARD B). And which media sources do you normally depend on for information on (second item)?

MEDIA SOURCE	SPECIFIC MATERIALS	USEFULNESS RATING		
*1. Professional journals and newsletters	_____	1 2 3 4 5 . . .	52	53
*2. Curriculum materials (distinguish nationally vs. locally produced)	_____	1 2 3 4 5 . . .	54	55
*3. Libraries	_____	1 2 3 4 5 . . .	56	57
*4. Computerized data banks and information services	_____	1 2 3 4 5 . . .	58	59
*5. Materials or resources of the Colorado Department of Education	_____	1 2 3 4 5 . . .	60	61
*6. Key individual in your organization who acts as a disseminator of information	(Who?) _____	1 2 3 4 5 . . .	62	
7. Textbooks		1 2 3 4 5 . . .	63	
8. Workshops		1 2 3 4 5 . . .	64	
9. Professional meetings		1 2 3 4 5 . . .	65	
10. Informal discussions with peers		1 2 3 4 5 . . .	66	
11. "Project Access" field agents		1 2 3 4 5 . . .	67	
12. Continuing education/ in-service training		1 2 3 4 5 . . .	68	
13. Policy boards (governing boards, school boards).		1 2 3 4 5 . . .	69	
14. Mass media				
a. popular publications.		1 2 3 4 5 . . .	70	
b. television.		1 2 3 4 5 . . .	71	
c. radio		1 2 3 4 5 . . .	72	
d. films		1 2 3 4 5 . . .	73	
e. audio cassettes		1 2 3 4 5 . . .	74	

- 4e. How would you rate the usefulness of each media source on a scale from 1 to 5?

- 4f. What other sources -- or how could existing sources be improved -- in order to improve the delivery or usefulness of information on (second item)? (PROBE ADEQUACY OF FORMAT AND PROBE ASPECTS SUCH AS JARGON-FREE, BREVITY, ABILITY TO SKIM, USE OF HIGHLIGHTING).

75

76

77 1

78,79,80

(three-digit respondent number)

- 3c. On that same card are some time categories which would describe the normal acceptable delay period between when the need for information on (item) arises and when the information becomes available to you. Obviously, this could vary from situation to situation, but let's talk about the most common situation.

- 1 A few hours to one day
- 2 One to two days
- 3 Two to three days
- 4 About a week
- 5 About two weeks
- 6 More than two weeks

21

- 3d. (TAKE BACK CARD A AND HAND RESPONDENT CARD B). On this card we have a list of various media sources which could be utilized to meet the information needs you ranked a moment ago. Which media sources do you depend on for information on (top ranked item)?

(IDENTIFY SPECIFIC MATERIALS BY NAME FOR THE ASTERISKED MEDIA SOURCES).

MEDIA SOURCE	SPECIFIC MATERIALS	USEFULNESS RATING		
*1. Professional journals and newsletters	_____	1 2 3 4 5 . . .	22	23
*2. Curriculum materials (distinguish nationally vs. locally produced)	_____	1 2 3 4 5 . . .	24	25
*3. Libraries	_____	1 2 3 4 5 . . .	26	27
*4. Computerized data banks and information services	_____	1 2 3 4 5 . . .	28	29
*5. Materials or resources of the Colorado Department of Education	_____	1 2 3 4 5 . . .	30	31
*6. Key individual in your organization who acts as a disseminator of information.	(Who?) _____	1 2 3 4 5 . . .	32	
7. Textbooks	_____	1 2 3 4 5 . . .	33	
8. Workshops	_____	1 2 3 4 5 . . .	34	
9. Professional meetings	_____	1 2 3 4 5 . . .	35	
10. Informal discussions with peers	_____	1 2 3 4 5 . . .	36	
11. "Project Access" field agents	_____	1 2 3 4 5 . . .	37	
12. Continuing education/in-service training	_____	1 2 3 4 5 . . .	38	
13. Policy boards (governing boards, school boards)	_____	1 2 3 4 5 . . .	39	
14. Mass media				
a. Popular publications	_____	1 2 3 4 5 . . .	40	
b. Television	_____	1 2 3 4 5 . . .	41	
c. Radio	_____	1 2 3 4 5 . . .	42	
d. Films	_____	1 2 3 4 5 . . .	43	
e. Audio cassettes	_____	1 2 3 4 5 . . .	44	

- 3e. On a scale of usefulness from 1 to 5 where 5=extremely useful and 1=limited usefulness, how would you rank each of the media sources you use for information on (top ranked information item)? (REPEAT MEDIA SOURCES NAMED AND CIRCLE RATING IN SECOND COLUMN ABOVE).

- 3f. What other sources -- or how could existing sources be improved -- in order to improve the delivery or usefulness of information on (top ranked information item)? (PROBE ADEQUACY OF FORMAT AND PROBE ASPECTS SUCH AS JARGON-FREE, BREVITY, ABILITY TO SKIM, USE OF HIGHLIGHTING).

45
46
47

5. Now let's look at (third ranked item on page one). Let's talk about (item) more specifically.

CARD B.

5a. Specific description:

1 _____

2 _____

- 5b. (HAND RESPONDENT CARD A). What are the two or three most important purposes for which you use information on (item)?

Purposes by number: _____

3 _____

- 5c. Which of the time categories would describe the normal acceptable delay period?

_____ (number)

4 _____

- 5d. (HAND RESPONDENT CARD B). Which media sources do you normally depend on for information on (third item)?

MEDIA SOURCE	SPECIFIC MATERIALS	USEFULNESS RATING
*1. Professional journals and newsletters	_____	1 2 3 4 5 . . . 5_____ 6_____
*2. Curriculum materials (distinguish nationally vs. locally produced).	_____	1 2 3 4 5 . . . 7_____ 8_____
*3. Libraries.	_____	1 2 3 4 5 . . . 9_____ 10_____
*4. Computerized data banks and information services.	_____	1 2 3 4 5 . . . 11_____ 12_____
*5. Materials or resources of the Colorado Department of Education.	_____	1 2 3 4 5 . . . 13_____ 14_____
*6. Key individual in your organization who acts as a disseminator of information.	(Who?) _____	1 2 3 4 5 . . . 15_____
7. Textbooks	_____	1 2 3 4 5 . . . 16_____
8. Workshops	_____	1 2 3 4 5 . . . 17_____
9. Professional meetings	_____	1 2 3 4 5 . . . 18_____
10. Informal discussions with peers	_____	1 2 3 4 5 . . . 19_____
11. "Project Access" field agents	_____	1 2 3 4 5 . . . 20_____
12. Continuing education/in-service training	_____	1 2 3 4 5 . . . 21_____
13. Policy boards (governing boards, school boards)	_____	1 2 3 4 5 . . . 22_____
14. Mass media		
a. popular publications	_____	1 2 3 4 5 . . . 23_____
b. television	_____	1 2 3 4 5 . . . 24_____
c. radio	_____	1 2 3 4 5 . . . 25_____
d. films	_____	1 2 3 4 5 . . . 26_____
e. audio cassettes	_____	1 2 3 4 5 . . . 27_____

- 5e. How would you rate the usefulness of each media source on the 1 to 5 scale?

- 5f. What other sources -- or how could existing sources be improved -- in order to improve the delivery or usefulness of information on (third item)? (PROBE ADEQUACY OF FORMAT AND PROBE ASPECTS SUCH AS JARGON-FREE, BREVITY, ABILITY TO SKIM, USE OF HIGHLIGHTING).

28 _____

29 _____

6. Now let's take (fourth ranked item on page one). This is the last area we'll cover in such complete detail. Let's talk about (item) more specifically.

6a. Specific description:

30 _____

31 _____

- 6b. (HAND RESPONDENT CARD A). What are the two or three most important purposes for which you use information on (item)?

Purposes by number: _____

32 _____

- 6c. Which of the time categories would describe the normal acceptable delay period?

_____ (number)

33 _____

- 6d. (HAND RESPONDENT CARD B). Which media sources do you normally depend on for information on (fourth item)?

MEDIA SOURCE	SPECIFIC MATERIALS	USEFULNESS RATING		
*1. Professional journals and newsletters	_____	1 2 3 4 5 . . .	34 _____	35 _____
*2. Curriculum materials (distinguish nationally vs. locally produced).	_____	1 2 3 4 5 . . .	36 _____	37 _____
*3. Libraries.	_____	1 2 3 4 5 . . .	38 _____	39 _____
*4. Computerized data banks and information services.	_____	1 2 3 4 5 . . .	40 _____	41 _____
*5. Materials or resources of the Colorado Department of Education.	_____	1 2 3 4 5 . . .	42 _____	43 _____
*6. Key individual in your organization who acts as a disseminator of information.	(Who?) _____	1 2 3 4 5 . . .	44 _____	
7. Textbooks		1 2 3 4 5 . . .	45 _____	
8. Workshops		1 2 3 4 5 . . .	46 _____	
9. Professional meetings		1 2 3 4 5 . . .	47 _____	
10. Informal discussions with peers		1 2 3 4 5 . . .	48 _____	
11. "Project Access" field agents		1 2 3 4 5 . . .	49 _____	
12. Continuing education/ in-service training		1 2 3 4 5 . . .	50 _____	
13. Policy boards (governing boards, school boards)		1 2 3 4 5 . . .	51 _____	
14. Mass media				
a. popular publications		1 2 3 4 5 . . .	52 _____	
b. television		1 2 3 4 5 . . .	53 _____	
c. radio		1 2 3 4 5 . . .	54 _____	
d. films		1 2 3 4 5 . . .	55 _____	
e. audio cassettes		1 2 3 4 5 . . .	56 _____	

- 6e. How would you rate the usefulness of each media source on the 1 to 5 scale?

- 6f. What other sources -- or how could existing sources be improved -- in order to improve the delivery or usefulness of information on (fourth item)? (PROBE ADEQUACY OF FORMAT AND PROBE ASPECTS SUCH AS JARGON-FREE, BREVITY, ABILITY TO SKIM, USE OF HIGHLIGHTING).

57 _____

58 _____

IF RESPONDENT HAS NOT MENTIONED CDE MATERIALS IN TOP FOUR PRIORITIES EXAMINED
IN DETAIL, HAND CARD C AND ASK QUESTIONS 7-7d.

7. For any of the information items on Card C, do you use the resources
of the Colorado Department of Education?

1 Yes

2 No

59

IF YES: For which items? (RECORD IN 7a.-7d. below).

7a. ITEM: _____ 60,61

- (1) What CDE materials or resources do you use?

62

63

- (2) How adequate is (are) that (those) material(s)
in meeting your information needs? (PROBE AS
TO STRONG POINTS AND INADEQUACIES. ALSO,
PROBE ADEQUACY OF FORMAT).

64

65

7b. ITEM: _____ 66,67

- (1) What CDE materials or resources do you use?

68

69

- (2) How adequate is (are) that (those) material(s)
in meeting your information needs? (PROBE AS
TO STRONG POINTS AND INADEQUACIES. ALSO,
PROBE ADEQUACY OF FORMAT).

70

71

72

73

74,75,76

77 2

78,79,80

CARD C

7c. ITEM: _____ 1,2

- (1) What CDE materials or resources do you use?

3

4

- (2) How adequate is (are) that (those) material(s)
in meeting your information needs? (PROBE AS
TO STRONG POINTS AND INADEQUACIES. ALSO, PROBE
ADEQUACY OF FORMAT).

5

6

7d. ITEM: _____ 7,8

- (1) What CDE materials or resources do you use?

9

10

- (2) How adequate is (are) that (those) material(s)
in meeting your information needs? (PROBE AS
TO STRONG POINTS AND INADEQUACIES. ALSO,
PROBE ADEQUACY OF FORMAT).

11

12

8. (HAVE RESPONDENT KEEP CARD C). When we look at information needs, we generally relate them to some type of time frame. For example, some information needs are immediate, while others -- especially those concerned with increasing general awareness -- can often tolerate a considerable delay before the information is received.

I'd like to start with the time frame as a point of departure and see how various information items relate to the tolerable delay period before information is actually received.

First, let's take the time period of "a few hours to one day." Can you recall any instances recently where you had an immediate need for information in any of the categories on Card C?

13 _____

(RECORD BY LETTER) _____

14 _____

- 8a. Could you describe that situation in some detail for me?

15 _____

16 _____

- 8b. Where did you go for the information?

17 _____

18 _____

- 8c. How adequate was the source of that information? PROBE.

19 _____

20 _____

9. Now let's take the period "two to five days." Can you recall any recent cases where you had a need for an information category on Card C within two to five days?

21 _____

22 _____

(RECORD BY LETTER) _____

23 _____

- 9a. Could you tell me about that situation?

24 _____

- 9b. And where did you go for information?

25 _____

26 _____

- 9c. And how adequate was that source of information? PROBE.

27 _____

28 _____

10. Let's skip to the last time category on Card C where the information required had no real immediacy. Do you recall any situations recently where you might have had a need for an information item on Card C, but you could afford to wait at least two weeks?

29 _____

(RECORD BY LETTER) _____

30 _____

10a. Please tell me some of the specifics.

31 _____

32 _____

10b. Where did you go for information?

33 _____

34 _____

10c. And how adequate was that source of information?
PROBE.

35 _____

36 _____

11. What materials do you presently receive from the Colorado Department of Education? (CHECK COLUMN A BELOW).

Were you aware of -- or have you ever received -- the following materials which are available from CDE? (READ REMAINING CDE ITEMS AND CHECK COLUMN B BELOW).

MATERIALS	A.	B.	
	PRESENTLY RECEIVE	AWARE OF	NOT AWARE OF
a. Education Colorado	_____	_____	_____ . . .
b. CDE-produced radio programs	_____	_____	_____ . . .
c. Seed Catalog	_____	_____	_____ . . .
d. Talent Bank	_____	_____	_____ . . .
e. Skill building publications	_____	_____	_____ . . .
f. CDE memoranda	_____	_____	_____ . . .
_____	_____	_____	_____ . . .
_____	_____	_____	_____ . . .
_____	_____	_____	_____ . . .

37 _____

38 _____

39 _____

40 _____

41 _____

42 _____

43 _____

44 _____

45 _____

12. Here are some samples of publications -- some of them published by the Colorado Department of Education and some others. I'd like to get your reaction to each of them in terms of such things as method of presentation, format, size, etc. First, let's talk about Education Colorado. (PROBE ASPECTS INDICATED ABOVE AND ATTEMPT TO DETERMINE IN EACH CASE WHAT ATTRACTS AND HOLDS THE RESPONDENT'S INTEREST).

12a. The Seed Catalog?

46 _____

47 _____

12b. The Title IV newsletter?

48 _____

49 _____

12c. Education Colorado?

50 _____

51 _____

12d. Other publication (_____)?

52 _____

53 _____

13. What information would you like to be able to request and receive from CDE?

54 _____

55 _____

56 _____

14. If you were running the show at the Colorado Department of Education, what kinds of services would you initiate to better help people in your area of education? PROBE.

57 _____

58 _____

59 _____

15. Are there new methods of communications and reaching people which you would like to see applied more widely in the field of education? (PROBE HERE FOR THINGS WHICH HAVE BEEN DONE IN OTHER CITIES OR STATES, OR IN FIELDS OTHER THAN EDUCATION).

60 _____

61 _____

62 _____

63 _____

THE FOLLOWING QUESTIONS ARE FOR CLASSIFICATION PURPOSES AND THEN WE'RE FINISHED. (REASSURE RESPONDENT ABOUT THE CONFIDENTIALITY OF THE INTERVIEW).

16. How many years have you been in the field of education? _____ years

64 _____

17. Do you hold an advanced degree in education?

65 _____

1 _____ BA 2 _____ MA 3 _____ Phd 4 _____ EdD

66 _____

18. Field of specialty: _____

67 _____

19. (TEACHERS) Grade level taught: _____

68 _____

INTERVIEWER SHOULD COMPLETE THE FOLLOWING:

20. Respondent's name: _____

69 _____

21. School district: _____

70 _____

22. Project site: _____

71 _____

23. Sample: _____

72 _____

73 _____

74 _____

75 _____

76 _____

77 3 _____

78,79,80 _____



strong	1	N O
weak	2	
weak	3	Y E S
strong	4	
very strong	5	

**Is resource interested
in participating in
IRDN?**

Date of Survey
mo. day yr.

Interviewer. _____
Name _____

Agency**Location**

SECTION I-RESOURCE INFORMATION

1. Identification

Title	Name or title of resource

Contact Person _____

Name	Title
------	-------

Address _____
 Number **Street**

City _____ County _____

_____ () _____
State Zip Telephone

Within which public school district is the resource located?

Name of district

Address of district

2. Description of Resource (☑ if yes)

Consultant	Secondary Descriptor	Main Focus	Consultant	Secondary Descriptor	Main Focus	Consultant	Secondary Descriptor	Main Focus
		01. Curriculum Areas			03. Special Programs (cont.)			06. Developmental Areas (cont.)
		01-01-Art Education			03-12-Motivation			06-02-Individualized Educational Plans
		01-02-Business Education			03-13-Normalization			06-03-Inservice Training Packages
		01-03-Consumer Education			03-14-Parenthood Education			06-04-Teacher-Made Materials
		01-04-Dramatics			03-15-Pre-Service Teacher Training			06-05-Tests/Evaluation Development
		01-05-Driver Education			03-16-Right-To-Read			06-06-Others *
		01-06-Drug Education			03-17-Rights (Student/Parent)			
		01-07-Environmental Education			03-18-School Foods			07. Evaluation
		01-08-Ethnic Studies			03-19-Staff Development			07-01-Curriculum Evaluation
		01-09-Foreign Language Arts			03-20-Truant Alternative Education			07-02-Materials Evaluation
		01-10-Health Education			03-21-Others *			07-03-Program Evaluation
		01-11-Home Economics						07-04-Student Evaluation
		01-12-Language Arts			04. Administrative Areas			07-05-Teacher Evaluation
		01-13-Mathematics			04-01-Advisory Boards			07-06-Others *
		01-14-Metric Education			04-02-Auditing			
		01-15-Music Education			04-03-Assessment			08. Human Resources
		01-16-Nutrition			04-04-Enrollment			08-01-Administrators
		01-17-Physical Education			04-05-Facilities			08-02-Adult Teachers
		01-18-Reading			04-06-Financial			08-03-College Teachers
		01-19-Religions			04-07-Grants/Funding			08-04-Early Childhood Teachers
		01-20-Safety Education			04-08-Legal			08-05-Elementary Teachers
		01-21-Science			04-09-Organizational			08-06-Secondary Teachers
		01-22-Sex Education			04-10-Operational			08-07-Special Education Teachers
		01-23-Social Studies			04-11-Personnel			08-08-Teacher Aides
		01-24-Vocational Education			04-12-Steering Committee			08-09-Vocational Teachers
		01-25-Others *			04-13-Supervision			08-10-Counselors
					04-14-Transportation			08-11-Diagnosticians
		02. Concept or Skill Areas			04-15-Others *			08-12-Nurses
		02-01-Affective Education			05. Services			08-13-Psychiatrists
		02-02-Aging			05-01-Child Care (Day Care)			08-14-Psychologists
		02-03-Career Education			05-02-Child Welfare			08-15-Social Workers
		02-04-Child Development			05-03-Conferences			08-16-Therapists
		02-05-Communication Skills			05-04-Consultations			08-17-Ancillary School Personnel
		02-06-Daily Living Skills			05-05-Counseling/Guidance			08-18-Artists (General)
		02-07-Death and Dying			05-06-Demonstrations			08-19-Business/Labor/Industry Personnel
		02-08-Educational Technology			05-07-Diagnostics			08-20-Learning Center Personnel/Librarians
		02-09-Emotional Development			05-08-Evaluation			08-21-Volunteers
		02-10-Motor Skills			05-09-Information Dissemination			08-22-Other Consultants *
		02-11-Perceptual Skills			05-10-Information Retrieval			09. Learners With Special Needs
		02-12-Recreation			05-11-Instruction			09-01-Adult Learners
		02-13-Responsibility Education			05-12-Learning Center/Library			09-02-Behavior Disordered
		02-14-Self Concept			05-13-Media/Materials			09-03-Bilingual
		02-15-Social Development			05-14-Media Production			09-04-Community Members
		02-16-Values Education			05-15-Medical			09-05-Drop-Outs
		02-17-Visual Literacy			05-16-Organizational Development			09-06-Early Childhood
		02-18-Others *			05-17-Personal Custodial Care			09-07-Educable Mentally Handicapped
		03. Special Programs			05-18-Psychiatric			09-08-Educationally Handicapped
		03-01-Alternative Education			05-19-Psychological			09-09-Gifted
		03-02-Child Abuse and Neglect			05-20-Rehabilitation			09-10-Hearing Impaired
		03-03-Community Education			05-21-Remediation			09-11-Homebound/Hospitalized
		03-04-Compensatory Education			05-22-Research			09-12-Learning Disabled
		03-05-Desegregation			05-23-Residential			09-13-Migrant Learners
		03-06-Discipline			05-24-School Health			09-14-Multiply Handicapped
		03-07-Elim. of Sex Discrim. (Title IX)			05-25-Staff Development			09-15-Neglected/Delinquent
		03-08-Individualized Instruction			05-26-Statistics			09-16-Parents
		03-09-Inservice Teacher Training			05-27-Teacher Center			09-17-Physically Handicapped
		03-10-Least Restrictive Alternative			05-28-Workshops			09-18-Severely/Profoundly Handicapped
		03-11-Mainstreaming			05-29-Others *			09-19-Speech Defective
					06. Developmental Areas			09-20-Trainable Mentally Handicapped
					06-01-Curriculum Development			09-21-Visually Impaired
								09-22-Others *

*Others, Description _____

3 Resource Target Group(s)

Secondary Focus
Main Focus

■ Population

- ☐ Administrators
☐ Community Members
☐ Parents
☐ Students
☐ Teachers
☐ Other* _____

■ Levels

- ☐ Infant (age 0-3)
☐ Preschool (age 3-5)
☐ Kindergarten (ages 5-6)
☐ Elementary (grades 1-5)
☐ Junior High (grades 6-8)
☐ High School (grades 9-12)
☐ College (2 year)
☐ College/University (4+ years)
☐ Adult (age 18+; non-coll./univ.)
☐ Other* _____

■ Eligibility

- ☐ Open to public
☐ Members only
☐ Employees only
☐ Residents only
☐ Other* _____

■ Geographic Boundaries

- ☐ One School
☐ District, internal
☐ Community
☐ Multi-District/Regional
☐ State-wide
☐ National
☐ International
☐ Other* _____

■ Special Groups

List _____

4. Staffing

	Paid	Volunteers
■ Professional	_____ (no.)	_____ (no.)
■ Paraprofessional	_____ (no.)	_____ (no.)
■ Non-professional	_____ (no.)	_____ (no.)

5. Resource Information Dissemination

- ☐ Does not disseminate information
☐ Disseminates information
- | | |
|--|--|
| ■ Type | ■ Distribution |
| ☐ Pamphlets/brochures | ☐ Local |
| ☐ Articles/books | ☐ Regional |
| ☐ Newsletters/magazines | ☐ State-Wide |
| ☐ Films/filmstrips | ☐ Multi-State |
| ☐ Presentations | ☐ National |
| ☐ Booths/displays | ☐ International |
| ☐ Other _____ | |

6. Funding (✓ one)

- ☐ None Required
☐ Internal Agency Funding
☐ External Funding From (✓ Primary Source)
- ☐ Local grant/contract
☐ State grant/contract
☐ Federal grant/contract
☐ Foundation
☐ Business/Industry/Labor
☐ Service Club
☐ Individual Contribution
☐ Other _____

Agency _____
 (name of funding agency)

Unit _____
 (subunit/division of agency)

Address _____
 (number) (street)

_____ (city)

_____ (state) _____ (zip)

*Other, Explain _____

1. Is resource a program and/or project?

☐ No-go to Section III

☐ Yes-continue to question 2

SECTION II PROGRAM(S) AND/OR PROJECT(S)

2. On-site Visitation

☐ Can not accommodate

☐ Can accommodate

▲ Number

☐ 1-5

☐ 6-10

☐ 11-15

☐ 16-20

☐ 21-25

☐ Over 25

▲ Length of Typical Visitation

☐ 1 day or less

☐ 2-3 days

☐ 1 week

☐ More than one week

▲ Entry Fee

☐ No

☐ Yes

Description _____

3. Adoption/Adaption (☒ if yes)

■ Transportable ☐

■ Local development needed ☐

■ Special training needed ☐

▲ Available ☐

■ Special material needed ☐

▲ Available commercially ☐

▲ Available from project ☐

4. Evaluation of: (☒ if yes)

■ Staff

■ Students

■ Program Content

Internal

External

☐ ☐

☐ ☐

☐ ☐

Special Notes _____

1. Are human resources available through resource?

- ☐ No-go to Section IV
☐ Yes-continue to question 2

SECTION III HUMAN RESOURCES

2. Conditions

Location (☒ if yes)	Cost per day (☒ if yes)					Other Type Fee	(☒ if cost)		
	None	Up to \$50	\$51-\$100	\$101-\$150	Over \$200		Materials	Transportation	Meal & lodging
☐ On-site	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, within 25 miles	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, 26-100 miles	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, 101-200 miles	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, State-wide	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, Multi-state	☐	☐	☐	☐	☐	☐	☐	☐	
☐ Off-site, National	☐	☐	☐	☐	☐	☐	☐	☐	

3. Accessibility (☒ one)

- ☐ Available within a week's notice
☐ Available in one to three weeks
☒ Available in three weeks to three months
☐ Available in three to six months
☐ Available in six months to one year
☐ Available in over one year
☐ Not available, but expected in future

Description_____

4. Type of Service (☒ if yes)

- ☐ Receive and answer letters
☐ Send out materials
☐ Visitation at resource site
☐ Visitation at client site
☐ Workshops/conferences/presentations
☐ Other _____

5. Can individuals be contacted for permission to include their names in the Human Resource File?

- ☐ No
☐ Yes

6. Evaluation of Individuals by: (☒ if yes)

- ☐ Internal expert
☒ External expert
☐ Participants

1. Are materials available through resource?

- ☐ No-go to Section V
☐ Yes-go to question 2

SECTION IV MATERIALS

2. Availability of Materials

Type (☒ if yes)	Location		Conditions			User	
	On-site usage	Off-site usage	Free	Loan	Purchase	Student	Other
☐ Audio Equipment	☐	☐	☐	☐	☐	☐	☐
☐ Audio tapes and/or Records	☐	☐	☐	☐	☐	☐	☐
☐ Bibliographies	☐	☐	☐	☐	☐	☐	☐
☐ Computer print-outs	☐	☐	☐	☐	☐	☐	☐
☐ Curriculum Guides	☐	☐	☐	☐	☐	☐	☐
☐ Duplicating Masters	☐	☐	☐	☐	☐	☐	☐
☐ Films and Film Strips	☐	☐	☐	☐	☐	☐	☐
☐ High Interest-Low Vocabulary Materials	☐	☐	☐	☐	☐	☐	☐
☐ Instructional Kits	☐	☐	☐	☐	☐	☐	☐
☐ Learning Activity Packages	☐	☐	☐	☐	☐	☐	☐
☐ Manipulative Materials	☐	☐	☐	☐	☐	☐	☐
☐ Microfiche Readers and Printers	☐	☐	☐	☐	☐	☐	☐
☐ Microfiche Readers Only	☐	☐	☐	☐	☐	☐	☐
☐ Microforms	☐	☐	☐	☐	☐	☐	☐
☐ Programmed Materials	☐	☐	☐	☐	☐	☐	☐
☐ Projection Equipment	☐	☐	☐	☐	☐	☐	☐
☐ Publications	☐	☐	☐	☐	☐	☐	☐
☐ Reference Materials	☐	☐	☐	☐	☐	☐	☐
☐ Self-pacing Materials	☐	☐	☐	☐	☐	☐	☐
☐ Study Prints	☐	☐	☐	☐	☐	☐	☐
☐ Teacher Made/or adapted Material	☐	☐	☐	☐	☐	☐	☐
☐ Transparencies	☐	☐	☐	☐	☐	☐	☐
☐ Video Tapes and Equipment	☐	☐	☐	☐	☐	☐	☐
☐ ETV-ITV	☐	☐	☐	☐	☐	☐	☐
☐ Other _____	☐	☐	☐	☐	☐	☐	☐

Description _____

3. Evaluation of Materials Collection (☒ if yes)

- ☐ Internal Expert
☐ External Expert
☐ Users

District Name.

Address _____

(Number)

(Street)

(City)

(State)

(Zip)

Name

(Agency)

Address

(Number)

(Street)

(City

(County)

(State)

(Zip)

(Telephone)

Contact Person.

(Name)

(Title)

(Telephone)

(☒ one only)

- ☐ Preschool Facility
- ☐ Elementary District
- ☐ Secondary District
- ☐ K-12 District
- ☐ Multi-District/Regional
- ☐ State
- ☐ Multi-State
- ☐ Federal
- ☐ Corporate
- ☐ Higher Education
- ☐ Association
- ☐ Other _____

☐ Recreational

- ☐ Health
☐ Social
☐ Complete Care
☐ Library
☐ Museum
☐ Other _____

☐ Professional

- ☐ Professional
☐ Special Interest
☐ Business
☐ Labor
☐ Industry
☐ Other _____

(☒ one only)

- ☐ 1-30 Employees
- ☐ 31-50 Employees
- ☐ 51-100 Employees
- ☐ 101-500 Employees
- ☐ Over 500 Employees

(☒ one only)

- ☐ Under 5 years
☐ 5-10 years
☐ 11-20 years
☐ 21-50 years
☐ Over 50 years

Source of Agency

- (☒ one only)
- ☐ Religious
- ☐ Fees, tuition, etc.
- ☐ Other (specify) _____



Mark as close as possible
location of resource
(on map)

PLEASE RETURN THIS FORM, ALONG WITH ANY MATERIALS, TO THE RESOURCE CENTER WITHIN TWO WEEKS. Please check the appropriate responses below, and make a photocopy for your own records if you wish. If we do not hear from you within two weeks, we will not continue to hold this request in our active file. If you do find, though, that you wish to provide assistance to us later, we will welcome it, and pass it on to the client.

TO: _____ DATE: _____

FROM: Resource Center by _____

RE: Project Exchange Resource Request No. _____ (Copy attached.)

NOTE: _____

Project Exchange has received the attached resource request. We already have referred this request to

- ☐ an information center (SMERC _____; NECBOCS _____; Other _____.)
- ☐ the following staff member(s) in addition to yourself: _____
- ☐ Other _____

In addition, we are referring the request to you because we think it pertains to an area of your responsibility or interest. Would you please examine the request and let us know whether or not you think you can be of assistance in responding to the client?

☐ I have pertinent materials which you might want to forward to the client.

_____ See me.

_____ Two copies are enclosed. I do not need them back.

(Please do not send materials that you want returned to you. If you have pertinent materials that you cannot give up, please provide bibliographic information. For example, if you have a book, you might photocopy the title page and table of contents; the client could then look it up or purchase it. If you have a short monograph or similar publication, you might send photocopies of it, as your discretion. IF POSSIBLE PLEASE SEND TWO COPIES OF EVERYTHING.)

_____ I am enclosing a list of sources/resources the client might explore. (Examples are people you know, schools in or outside of Montana that are doing things relevant to the question, etc. Please be specific—include names, addresses, and phone numbers, when appropriate; don't say "Contact Great Falls schools.")

_____ I might be of help to the client by discussing the questions with him/her on the phone. Please suggest that the client call me on the hotline.

_____ I would like to make a personal visit to the client if he/she desires. Suggest that the client contact me if he/she wants me to visit.

_____ I am interested in seeing the materials this search turns up. Please let me know when they are all in.

_____ I do not believe I can be of assistance at this time because (check as many as apply)

_____ Too many other demands on my time that must take priority. I do have relevant materials, though, if you would contact me again about _____.

_____ This question does not relate to my responsibility or interest.

_____ I do have materials, but I do not think I am likely to have anything that the search will not identify. If the search results are inadequate, please contact me again, and I will provide what I can.

_____ This question does pertain to my responsibility, but I do not have anything on it. I will be interested in what you find.

_____ This is, in my opinion, a question that an education resource/information center should not be expected to respond to.

_____ I appreciate your sending this for my information, but my other priorities just don't leave time for this type of reference work.

_____ Other: _____

D R A F T

13 May 76

IMPACT OF PROJECT EXCHANGE
ON OSPI PERSONNEL

1. Please estimate the total amount of time you have spent in responding to Project Exchange resource requests.

☐ None

☐ Less than an hour

☐ One to four hours

☐ Five to eight hours

☐ More than eight hours (If more than eight hours, please estimate the total amount of time _____.)

2. Please estimate the amount of time you spend in responding to the "average" Project Exchange request.

☐ Less than five minutes

☐ Five to fifteen minutes

☐ Fifteen to thirty minutes

☐ More than thirty minutes

3. In relation to your total job, would you say that Project Exchange

☐ Has a high priority

☐ Has a low priority

☐ Is about in the middle on my list of priorities

☐ Don't know for sure

4. As you think of Project Exchange activities in relation to your overall job, would you say that responding to Project Exchange requests

☐ Mostly interferes with my regular duties

☐ Interferes somewhat with my regular duties

☐ Has no effect on my regular duties

☐ Helps me to do my regular duties better

D R A F T

13 May 76

Page 2

IMPACT OF PROJECT EXCHANGE
ON OSPI PERSONNEL

5. Think for a moment about what Project Exchange does to your own need for resources. Would you say that Project Exchange

___ Requires that I add to my own professional resources

___ Does not affect my need for professional resources

___ Decreases the need to have my own resources

6. If Project Exchange increases your need for resources, what do you think your additional needs are? (Note specific needs if you wish.)

___ More reference materials in my field

___ A more complete file of texts in my field

___ More resource units in my field

___ More curriculum guides in my field

___ A file of promising practices in my field

___ More non-print materials in my field

___ Access to more human resources in my field

___ Other (Please specify)

7. Would you still feel the need for the resources you checked in #6 above were it not for Project Exchange?

___ Yes

___ No

___ Not sure

8. Please describe to us any other impact which Project Exchange has had upon your work.

STATE OF MONTANA

OFFICE OF THE STATE SUPERINTENDENT

ELENA 50601



DOLORES COLBURG
Superintendent of
Public Instruction

May 24, 1976

Dear Fellow Educator:

Since January 1976, the services of Project Exchange have been available to you and your school on a pilot basis through the Office of the Superintendent of Public Instruction. One good way to improve our service to you and your colleagues is to ask those who have not used our services why they have not.

Would you please spend the three minutes or less it will take to complete the enclosed questionnaire and return it to the Office of the Superintendent of Public Instruction in the enclosed stamped return envelope. We think we can serve you and other educators better if we have the information requested in this survey.

Thank you very much for your assistance.

Sincerely,

J. Donald Moore
J. DONALD MOORE, Assistant
Project Exchange

JDM:lm

Enclosures

PROJECT EXCHANGE
Awareness Survey
May 24, 1976

1. Have you heard of Project Exchange?

- ☐ Yes
☐ No
☐ Not sure

If your answer to #1 was "No" or "Not sure," please enclose this questionnaire in the attached stamped envelope and mail it to the State Superintendent's Office. If your answer to #1 was "Yes," please complete the remainder of the questionnaire.

2. How did you hear about Project Exchange? (check all that apply)

- ☐ My superintendent
☐ My principal
☐ A fellow teacher
☐ My school librarian
☐ My Project Exchange Extension Agent
☐ A Project Exchange brochure
☐ Faculty newsletter
☐ Other (please specify) _____

3. What have you heard about Project Exchange? (check all that apply)

- ☐ I have a Project Exchange Extension Agent in my school.
☐ I can get information on educational questions through Project Exchange.
☐ I can apply for a teaching or study year abroad through Project Exchange.
☐ I can learn about workable teaching strategies through Project Exchange.
☐ I can locate instructional materials through Project Exchange.

4. Was there ever an occasion when you wanted to use Project Exchange services but found it difficult or impossible to do so?

- ☐ Yes
☐ No
☐ Not sure

5. Why have you not used Project Exchange services? (check all that apply)

- ☐ I don't think Project Exchange can help me.
- ☐ I don't know how to use Project Exchange.
- ☐ It is inconvenient for me to use Project Exchange.
- ☐ I wouldn't have time to use resources provided by Project Exchange even if I got them.
- ☐ Have access to all the resources I need.
- ☐ Other (please specify) _____

6. Do you think you might use Project Exchange services in the future if they are available to you?

- ☐ Definitely yes
- ☐ Maybe
- ☐ Definitely no

7. What resources do you need which you have been unable to get access to? (check as many as apply)

- ☐ None; I have all the resources I need
- ☐ On-site visits by specialists/consultants
- ☐ Promising practices from around Montana
- ☐ Ideas about instructional materials
- ☐ Instructional strategies
- ☐ Curriculum guides
- ☐ Other (please specify) _____

NO FURTHER QUESTIONS
THANKS FOR YOUR HELP

Use the enclosed stamped return envelope and
mail this questionnaire to the State Superin-
tendent's Office.

CONCLUSION

It is obvious from the materials assembled in this Compendium that State Capacity Building Projects have made significant strides in developing and implementing evaluation and documentation forms. But when compared to those included in the Center Resources* compilation (1974), one must conclude that the substantive state of the art has not greatly improved. In other words, State Capacity Building Projects have caught up with the 1974 documentation and evaluation methods, but no new breakthroughs have yet been recorded in this Compendium. Furthermore, useful summative information from among the domains represented in this Compendium are yet to be aggregated at a national level. The proposed Client Assessment Package and other elements of the Evaluation Design resulting from the efforts of NTS should further this effort extensively and the accompanying Technical Assistance will promote continued sharing and improvement of these tools.

In a different sense, Directors of State Capacity Building Projects must pay attention early on to the ways in which they can compile and report the data they are accumulating from these Forms. More than likely, these decisions will reflect the unique character of each state project and its contextual variables. The more obvious data organizers include year to date and cross year tabulation; trend plotting in terms of frequency counts arrayed against the school year calendar, the funding cycle, and awareness efforts; and geographical plots relative to usage, communications patterns, and topic and type of information or services requested. Effective use must be made of a variety of these data aggregations in the continuing planning of resources acquisitions, staff development and policy-making. In short, State Capacity Building Projects must guard against becoming more "data rich and analysis poor".

*ED 076 222 A Collection of Materials Currently in Use by Educational Information Centers; the earliest compilation of forms and documentation tools used by state and regional resource centers. 142

Recommendations resulting from the preparation of this Compendium include:

- . Identify the state and the Capacity Building Project name on every form. Use the LOGO of the project if possible; it's effective public relations.
- . Tag every form with the date it went into effect; this is especially important for retrospective analysis of interventions in process.
- . Avoid the "more is better" mentality; when possible use effective sampling rather than census type data collections. This may require "educating" superiors and other audiences who receive such summary data as to the validity and reliability of such sample data.
- . Expand the sources from which a project draws its forms/ documentations strategy. For example, contact reports and other linkage activity logs have been developed and used by the Research and Development Utilization Projects. Perhaps a future edition of this Compendium can include forms and documentation from other NIE sponsored programs.
- . Much concentration must be given to developing cost analysis tools for Dissemination Projects. There are virtually no models for this function at the service delivery level.

A final caution is in order. The materials in this Compendium are not suggested as exemplary models. Also, the fact that a given project's form is not included does not deny its potential worth to others.

Finally, the future must include long-term commitments to evaluation, re-analysis of goals, modification of projects, and continued evaluation in a repetitive process to relate the existing technology of educational dissemination to the very human process that is education.